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ABSTRACT

This guide describes 35 programs developed by the Wisconsin Leadership Identification Program. The Leadership Identification Program offers mentee participants a structured mentee/mentor relationship, an opportunity to design a formal professional growth plan, a statewide leadership training session, visibility through a statewide newsletter, and involvement in a statewide network. The guide is arranged by six general categories for easy reference: (1) business and industry; (2) curriculum development; (3) diverse populations; (4) innovations; (5) marketing, recruitment, and retention; and (6) professional development. Most program descriptions include goals and objectives, project description, results, and a contact person with address and telephone numbers. Three issues of the Leadership Identification Program's quarterly newsletter, "Perspectives on Leadership Development," are included with this document. (KC)

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THE CHALLENGE IS YOURS

WBVTAE LEADERSHIP IDENTIFICATION PROGRAM

PROJECTS COMPLETED BY PARTICIPANTS JUNE 1991

Resources for
Instruction
Student Services
Economic Development
Staff Development
Marketing
Research

"Tap Today's Talent for Tomorrow's Success"

CE 060 755

Dwight York
State Director

U.S. DEPARTMENT OF EDUCATION
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Introduction

The Challenge is Yours is a resource guide for the statewide Leadership Identification Program (LIP), sponsored by the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE). Since 1982 this publication has been created and disseminated statewide in the VTAE system to showcase the LIP projects and professional development of the mentees participating in the program.

The Leadership Identification Program offers mentee participants a structured mentee/mentor relationship, an opportunity to design a formal professional growth plan, statewide leadership training sessions, visibility through a statewide newsletter, and involvement in a statewide network. These efforts help prepare individuals to assume leadership roles while providing the system with a wider base of employees who are oriented more effectively into the system and better prepared for promotions or job diversity.

The format for this resource guide is arranged by general categories for easy reference. The guide should apprise districts of resource people throughout the state who are well versed or experienced on issues of vital concern to our institutions. These people are eager to share their knowledge and experiences with you. They may very well be excellent speakers for a departmental/ divisional meeting, an in-service, or a conference which you are planning. These names and telephone numbers are included with their brief reports so that you may contact them personally for more information.

Ruth McMillion
Chippewa Valley Technical College
Eau Claire, Wisconsin

bh:L48

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LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT: Applied Technology Center Marketing Analysis

GOALS AND OBJECTIVES:

Goal: To produce a Marketing Analysis for the Applied Technology Center at Northcentral Technical College

Objectives:

1) Meet with Applied Technology Center Director, Associate Deans for the Health and Human Services, Technical and Industrial, Business and Marketing, and General Education Divisions to understand the unique customized training and technical assistance offered at NTC.

2) Analyze the following for each division: a) market potential; b) customer; c) competition; d) advertising and sales promotion; e) areas for future customized training and technical assistance; f) pricing; g) potential restraints; and h) overall marketing efforts.

DESCRIPTION:

The Marketing Analysis for the Applied Technology Center at NTC reviews the four divisions within the college that provide customized training and technical assistance to business, industry, and other agencies. The four divisions are Health and Human Services, Business and Marketing, Technical and Industrial, and General Education.

An analysis of the following was completed for each division: Market potential, customers, competition, advertising and sales promotion, areas for future customized training and technical assistance, pricing, potential restraints, and overall marketing efforts.

RESULTS:

The Applied Technology Center has been evolving to meet the needs of business and industry in the NTC District. A Marketing Analysis was never completed for the Applied Technology Center. My interest in business and industry and my background in marketing made this an ideal project. I have a better understanding of the Applied Technology Center and how NTC's employees interact with this Division. This project allowed me to provide NTC with a marketing plan that had been planned but not completed due to limited resources.

CONTACT:

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Northcentral Technical College
1000 Campus Drive
Wausau, WI 54401
Telephone: 715/675-3331

May 1, 1991

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

MENTEE: Marcia Arndt, Industrial Sewing Instructor
Milwaukee Area Technical College
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My Leadership Identification Program goal was to explore administrative and teaching opportunities in Continuing Education and Business Outreach. Some objectives within this goal were to improve group interaction and develop my leadership technique.

My project was to administrate, develop and teach a course through the Continuing Education and Business Outreach Division. Advisory Committee members from the Industrial Sewing Program recommended a two-week course on Training the Industrial Sewing Trainer. Brochures were mailed throughout the state and phone calls followed for course promotion and feedback. The March course was cancelled because of a lack of registrations. As a result of the phone calls, it was decided to offer portions of the course in a series of one day seminars.

In April I assembled a steering committee of MATC part-time and full-time clothing faculty members. We are currently in the process of planning a two day workshop scheduled for Fri. Sept. 27 and Sat. Sept. 28. The focus of the Fri. workshop will be on Business and Industry which will include portions on Training the Trainer. The focus of the Sat. workshop will be on the consumer sewer.

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

Due May

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Marketing Strategies for Social Science and Writing Lab with focus on business and industry.

GOALS AND OBJECTIVES:

Goals
1. Enhance professional and personal image and stature in organization.
2. Enhance communication and presentation skills.
3. Increase knowledge of FVTC and state VTAE organizations.

Objective
1. Develop marketing strategies for Social Science and Writing Lab with focus on business and industry.
2. Network with people within organization.

DESCRIPTION:

The following activites were completed:

1. Met with Social Science sub-committees for promotional ideas
2. Looked and reviewed what is in place and compare
3. Developed survey, send and collate it - report results
4. Developed posters for Writing Lab and Social Science
5. Searched out different marketing tools
6. Attended meetings with Terri Langan (Mentor)
7. Attended Writing Lab and Social Science staff meetings
8. Met with divisional deans
9. Attended LIP meetings
10. Attended several seminars pertaining to LIP and my project

RESULTS:

As a result of participating in the Leadership Identification Program this past year, I have come to learn several things about Fox Valley Technical College and where I stand as an individual within the organization. My life long dream has been to become a teacher and through the LIP program I was able to confirm that the dream is something I would like to pursue.

During the course of the year, I have developed a more positive relationship with the Social Science department through my efforts in developing marketing strategies with them. The Social Science department members have developed a number of courses geared toward business and industry that are meant to be offered by contract. They have also contributed towards developing an attractive advertisement for their courses which will appear in FVTC's Tabloid.

The Writing Lab has also gained considerably from my project over the course of the year. An attractive handout outlining the services provided and the hours available was developed to be used as an inhouse brochure as well as to send to business and industry. As part of our efforts to target the survey market we looked at the population of the Writing Lab and analyized the number of returning students versus the number of new students through computerized reports. We looked at several surveys that are already in place and decided to develop our own survey in the form of a comment card which will be implemented this summer or early fall. By this survey the Writing Lab will be able to more effectively measure the quality of customer service, the immediate needs of attending individuals, and the effect of current marketing tools.

One of the things I learned during the course of the year with the LIP program is that my project is not one that can be completed within a year. This will be an ongoing project that will require continued planning and efforts by all involved to insure effective results. I look forward to leading the the continuing efforts with this project.

CONTACT:

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Appleton, WI 54913

bh:L46

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Career Assessment

GOALS & OBJECTIVES:

Assess interest in present position as it relates to Moraine Park and VTAE by familiarizing myself with the Moraine Park Career Lab and broadening my knowledge of Moraine Park Technical College and the VTAE.

DESCRIPTION & RESULTS:

I have orientated myself to the Career Lab. I have had meetings with the Career Lab Counselor and participated in a Career Decision Workshop. There are various software packages on career information which I have worked with in order to complete instructions to make them more user-friendly. While working with the software packages I have gained information which has enhanced my knowledge. I have updated the videotape/filmstrip resource lists on occupations and career information. I have become aware of what resources are available in the lab which have become useful to me.

In the Career Decision Workshop I participated in career decision tests and inventories which were valuable tools in my own career assessment. Not only did the work in the career lab help me, but in return, my efforts will have helped the students who will be using the lab. In becoming involved in my project I have gained information which I can share with prospective students whom I can refer to the lab or counselor.

I have attended various meetings in order to broaden my scope of Moraine Park and the VTAE District. I have had the opportunity to meet numerous people from other Campuses and Districts.

I will continue to work with the career lab facilities and career counselor.

Carol A. Kissinger
Moraine Park Technical College
2151 North Main Street
West Bend, WI 53095

LEADERSHIP IDENTIFICATION PROGRAM
FINAL REPORT - June 1991

TITLE **Career Transition: Instructor to Career Guidance Counselor**

GOALS and OBJECTIVES

Qualifications to enter the field of career guidance and counseling in the VTAE system.

1. Obtain graduate credits to meet the VTAE certification requirements.
2. Orient myself to the functions performed by CVTC Student Services.
3. Refine my personal characteristics to balance work with social functioning.
4. Engage in experiences to enhance my background of career opportunities.
5. Develop a formalized awareness of human and interpersonal relations and its effect on employee performance.
6. Learn about personal counseling at CVTC and in the community.

DESCRIPTION

My project was to set up a long term professional growth plan to reach my stated objective within the next ten years. Therefore, I have started graduate school at the University of Wisconsin-Stout to obtain my Ed.S. in Guidance and Counseling. My mentor and I have met on a regular basis to formalize my activities to meet the objectives itemized to achieve my goal. I have been attending counselor meetings, student service activities, workshops, and conferences sponsored by the VTAE system. I have engaged in personal research in my chosen career field and participated in appropriate community activities.

RESULTS

Through LIP I have been able to build a solid foundation for my career aspirations and in so doing, reconfirm my career goal as realistic. Through discussions with my mentor, I have streamlined my activities to those that will meet my objectives. My self-confidence has soared and I am on my way to a new and exciting shift in my career path in the VTAE system.

CONTACT Anita C. Moseng, CPA, CDP
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A:LIPFINAL.RPT

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT:
Selling and Marketing Communication Courses to Business and Industry

GOALS AND OBJECTIVES:
To discover new ways of selling and marketing communication/social science courses for small and mid-sized businesses in Waukesha County.

To improve my professional leadership skills and gain insight into the process of decision-making within the district.

DESCRIPTION:
Based on feedback from our B&I Representatives, I designed course outline product sheets on "hot topics" they requested. This project is designed to provide our B&I Representatives with a selling and marketing tool to better serve the needs of our clients. As a follow up, I surveyed General Education Coordinators and Business and Industry Representatives from the VTAE districts to discover which courses were "hot topics" in their area and to investigate how they promote "custom tailored" communication courses for business and industry. The results and comments from the survey were sent to each respondent. My mentor invited me to attend the State Coordinator's Meeting where I presented the product sheets I designed to promote our communication courses. Four districts requested copies to use in designing their own courses.

RESULTS:
Currently, a proposal for curriculum development for two communication packages are being planned to provide:
1. More communication/social science course contracts for WCTC.
2. Custom tailored materials available to small and mid-sized businesses.

A pool of part time instructors is being formed to design communication course packages to provide a framework for instructors offering:
1. Consistent course content through the use of text book training materials.
2. Flexible course content customized around individual client needs.

Courses will be based upon "product sheets" in a ready made package.

*Each course will be structured in time blocks accommodating small to mid-sized companies and organizations that often have limited training time allotments.

*Advertising and promotion of the courses is currently being considered.

*A prototype curriculum model for the first course, "Better Business Writing", will be designed and presented to WCTC support staff in the fall of 1991.

*Subsequent courses will follow the prototype plan and will evolve from a prioritized list provided by B&I Reps to be completed by fall 1991.

*Additional courses can then be developed to expand communication/social science course offerings.

CONTACT: Judy Pelt, Waukesha County Technical College, 800 Main Street, Pewaukee, Wisconsin, 53072 414-691-5256

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT: *SUMMER TRANSITION PROGRAM*

GOALS AND OBJECTIVES:

IMPROVE MY LEADERSHIP SKILLS WITHIN MY AREA OF EXPERTISE

1. Increase exposure and opportunities to interface with WCTC/Waukesha County School systems.
2. Attend state called meetings in the area of Special Needs and Transition.
3. Increase ability to speak in front of groups with ease by developing presentations to area high school special needs personnel.

COMPLETE MY PROJECT ON TRANSITION AND IMPLEMENT IT

1. Explore transition curriculum.
2. Meet with personnel whose expertise is in transition and explore transition programs statewide and local.
3. Develop transition curriculum.
4. Share and evaluate curriculum.
5. Start process for implementation.

MAKE USE OF A VARIETY OF ACTIVITIES TO BECOME MORE KNOWLEDGEABLE OF THE INTERNAL OPERATIONS OF WCTC AS AN ADULT VOCATIONAL INSTITUTION

1. Will attend WCTC board and committee meetings.

DESCRIPTION: The Summer Transition Program is a 4 week program for learning disabled high school graduates who are planning to attend WCTC in a two year associate degree program. The program will include study skills, program application, WCTC resources to help the student to be successful in a post-secondary institution.

RESULTS: The response to the Summer Transition Program has been very encouraging. I have given several presentations to various organizations. Transparencies were developed to enhance the presentations. The curriculum is almost completed and the program will begin July 15.

CONTACT:

Name: Gail Blundon District: Waukesha
Address: 800 Main St. Pewaukee, WI 53072
Telephone: (414) 691-5210

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:
A) develop a Transition Plan and Handbook to help Special Needs students move from the high school to the VTAE level (completed)
B) participate in evaluating national exemplary programs in post secondary schools serving Special Needs students (completed)
C) participate in a follow-up study of graduates from vocationally approved programs in Wisconsin correctional institutions (in progress)

GOALS AND OBJECTIVES:
With my mentor, we established the following objectives:
1) complete projects as outlined above
2) learn Moraine Park's organizational structure and operational strategies
3) learn how Moraine Park is influenced by external organizations and requirements
4) determine where my skills and interests fit into the Moraine Park structure

DESCRIPTION:
1. Project A: Through a series of meetings and exploration activities, a Transition Plan and Handbook were developed.
   Projects B and C: I volunteered for participation in two special projects of the Vocational Studies Center-UW Madison which gave me an opportunity to participate in an on-site visitation with Middlesex Community College in Boston, Ma.
2. I attended numerous meetings and interviewed leaders within Moraine Park to learn about the organizational structure and operational strategies.
3. I attended state meetings, conferences, public hearings, and conventions to learn how Moraine Park is influenced by external organizations and requirements.
4. I read numerous books, completed inventories, upgraded my resume, and attended leadership conferences.

RESULTS:
This experience provided exposure to outside organizations and understanding concerning the forces at work in decision-making and leadership. It allowed for participation on a project with national impact. I was able to perceive the whole organization differently and to access other opportunities for myself. This experience has greatly enhanced my professional growth and it has helped me identify further growth areas.

CONTACT:

Name: Janet Eisberner, Learning Specialist District: Moraine Park Technical College
Address: 235 N. National Ave., Fond du Lac, WI 54935 Tel. No. 414-922-8611, ext. 296
Mentor: Betty Brunelle, Vice President of Instruction

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

INTERNATIONAL EDUCATION

GOALS AND OBJECTIVES:

Gather information to determine the feasibility of providing a program for students from the Soviet Union and/or other Eastern European countries.

DESCRIPTION:

The project entailed the gathering of information from numerous vocational-technical and community colleges throughout the United States.

RESULTS:

The result is development of an information file on international education. It is evident that economics play a very important role in this activity. Due to the extreme budget situation in our district, the file has been put in a drawer to wait for more economically prosperous times.

CONTACT:

Name: Gwen Garvey District: Blackhawk Technical College

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Janesville, WI 53547

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE: To work toward personal/professional growth developing leadership skills that focus on group interaction.

GOALS AND OBJECTIVES:

1. Complete the Data Processing Associate Degree.
2. Assist in the process of attaining school wide computer literacy.
3. Develop further skill in utilizing mainframe and microcomputer systems to become more efficient in record keeping and reporting to benefit the overall organization.
4. Develop a personal/professional growth plan with an emphasis on leadership skills and group interaction.

DESCRIPTION

1. I have worked out a timetable for completing the Associate Degree in Data Processing that extends over a period of 5 years. I have completed 21 credits so far.

2. I have helped to organize a computer user group on our campus. I have trained 3 co-workers on various microcomputer software packages. I am working with the Dean of our department on a long term plan for equipment and software to help our department reach a goal of computer literacy. I am currently working on a "Computer User's Access Manual" to help all staff access the multitude of information quickly and easily.

3. I am continuing to take classes, research software packages, and attend any training sessions available to me.

4. I have attended many workshops this past year that directly pertain to leadership training, team work, and group interaction. I have read a number of books and viewed various video presentations. I am currently taking a 3 credit course in Oral/Interpersonal Relations. I have attended a State VTAE Board meeting plus all District Board meetings since September, 1990. I will continue my leadership training with a week-long program at the University of Wisconsin in Madison in July and by again attending the Wisconsin Association of College Registrars and Admissions Officers meeting in November.

RESULTS

At this point, I feel I have just begun! I have gained a tremendous insight into the workings of our own District, the role of a leader, the VTAE system as a whole; and I have learned a great deal about myself. I have learned that each person can make a difference. Learning to be a better communicator and team player are very important not only professionally but also in our personal lives. I have enjoyed the L.I.P. experience; I thank all that have made the program as great as it is and those that have made it possible for me to be a part of it. If each of us takes it upon ourselves to strive to do and be our best, how can the organization we work for not also do and be its best? I will continue to seek out classes, workshops, seminars, and any information I can find to further my personal and professional growth. I hope that the access manual I will be completing this summer will be a great help to the workings and efficiency of our institution.

CONTACT
Kathy Kreul: (608)822-3262
Southwest Wisconsin Technical College
Hwy 18 East, Fennimore, WI 53809

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT -MAY, 1991

TITLE OF PROJECT: Preparation and Presentation of a Phonetic Reading Course

My goal was to increase my professional visibility by completing a phonetic reading course and presenting it to various educational organizations. By accomplishing this, I could not only enrich our own ESL program, but also contribute to reading curricula of other districts.

To meet this goal, I fulfilled the following objectives, which were to:

1. Attend literacy conferences and workshops to procure additional knowledge about teaching reading.
2. Expand the phonetic reading program with additional coursework.
3. Provide input to reading curriculum writers at LTC.
4. Prepare a presentation and materials to demonstrate how the reading course is taught.

DESCRIPTION:

I learned to develop my communication skills by effectively expressing my opinions and ideas when conferring with, or presenting to, my colleagues. I established community outreach and made out-of-district contacts, through networking, in regard to my outline for teaching literacy. Most importantly, I expanded my professional horizons by learning more about what constitutes effective ESL instruction in the area of literacy.

RESULTS:

I attended conferences on literacy at Oshkosh, Wausau, Oconomowoc, Waukesha, and New York. Part of one conference report was presented to the Administrative Cabinet at LTC. Another report has been designated as required reading for new teacher orientation at LTC. Part of my New York conference report will be an article in the next WITESOL newsletter.

These conferences provided me with information which helped me enrich my phonetic reading course, which I began writing 7 years ago. The result is a 680 page volume which is divided into three levels: beginning, intermediate, and advanced. I formulated a course description and outline, lesson plans for each of the three levels, and supplementary student-directed activities for the advanced lessons.

My phonetic reading course will serve as a preface to the reading curriculum in our ESL program. I will work more extensively with the curriculum writers this summer.

I gave presentations of the course to the Sheboygan Literacy Council on March 9, and to an audience of my peers at the WITESOL Conference in Madison on April 27. My presentations were well received, and I'm anticipating follow-up with people who were present, as well as requests for copies of my curriculum.

CONTACT: NAME: Gwen Marsa DISTRICT: Lakeshore TEL: 458-4183
ADDRESS: 607 South Water St. Sheboygan, WI 53081

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT
Due May

TITLE OF PROJECT/SPECIAL ASSIGNMENT: Minority Tech Prep Exploration Program

GOALS AND OBJECTIVES: My broad goal is to reverse the "downward trend in education for minority students"[1] in Wisconsin. My objective is to develop a model program that can be funded and implemented as a pilot project designed to prepare tenth grade minority students for the work world through a Tech Prep Exploration Program. My LIP project responds to three recommendations discussed by the Governor's Commission on Minority Participation in Vocational-Technical Education.[2] The program also reflects the district's commitment to: 1) diversity through expanded minority participation, 2) the development of Tech Prep curriculum and strategies and 3) the promotion of continuous and specific opportunities for the development of private sector partnerships by encouraging the affirmative participation of local business and industry.

DESCRIPTION:

I. I am developing a pilot program in the MATC Technical - Industrial division that targets tenth grade Madison area minority high school students and provides the following experiences:

   A. Strategies for survival workshops, a series of motivational activities designed to
      1. Emphasize the urgent need for post-secondary vocational training
      2. Capture the imagination and access information and resources for exploring options and opportunities available through MATC technical programs
   B. Formal and informal instructional experiences that
      1. Present introductory technical program curriculum
      2. Foster mentor relationships between T & I instructors and prospective minority T & I students
      3. Assists tenth grade minority students in identifying
         a. Entry level skills required for selected MATC technical programs
         b. Their present skill level on the continuum of requisite job skills
   C. An overview of MATC facilities, student services, support services and Student Life activities with emphasis on opportunities and services available through financial aid, counseling, tutorial and job placement programs (motivating minority students to "see themselves" as T & I students and technically trained graduates)

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[1]The Governor's Commission on Minority Participation in Vocational-Technical Education, Executive Report, October 1990.
[2]Ibid. (See recommendations 3, 6 and 13).

II. The Minority Tech Prep Exploration Program is a seven-day (minimum) program that includes the following activities:

A. One-day high school visitation with videotaped welcome from District Director and the Dean of the Technical & Industrial division.
Facilitators: Minority Counselor/Coordinator, T & I Alums and T & I student "mentors"

B. Three-day instructional component with two afternoons designated for fieldtrips to related job sites.
Facilitators: T & I instructors, T & I student "mentors", and selected employers

C. One-day Student Services and support services component with campus overview.
Facilitators: Student Services and Learning Center Administrators and staff

D. One-day follow-up high school visitation, student feed-back and in-put, strategies for survival continued.
Facilitators: Minority Counselor/Coordinator

E. On-going (minimally, one day) informal follow-up by instructor "mentors" and "promising" prospective minority students.
Facilitators: T & I instructors, minority counselor/coordinator

RESULTS:

I. Application: The Tech Prep Exploration Program provides a measurable means of identifying "members of special populations and minorities to enter and succeed in Tech Prep."[3] The program is a pilot project which should be expanded to reach tenth grade minority/disadvantaged/ under-represented populations at all District 4 high schools. As district Tech Prep curriculum and strategies are implemented, this Caree Exploration/Survey Class Model can be applied by other MATC instructiona units for non-minority as well as minority populations.

II. Funding: My project has the support of Sharon Hart, our T & I Dean, Pat Cartwright, District 4 director of Curriculum and Bob Feirn, the distric Articulation Coordinator responsible for Tech Prep development. In addition to the project's reliance on Carl Perkins funding, I am working with Diania Tweed, T & I grant writer, to secure other sources of funding. I also have the continued support and encouragement of my mentor, Darl Drummond, my boss, Richard Harris, the T & I staff and the four Madison School District's Minority Counselors with whom I plan to coordinate my project. The Minority Tech Prep Exploration Program could be implemented as early as December 1991.

III. All praises to LIP for inspiring my effort to make a meaningful contribution to the VTAE System - which is as promising and full of potential as the diverse student population it aims to serve.

CONTACT:

Name: Shaune Maria Curry **District:** MATC-District Four
Address: 3550 Anderson St., Madison, WI 53704 **Phone:** (608) 246-6805

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[3]Tech-Prep Projects FV92 Application Guidelines, 1991.

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:
Developed CVTC's International Students' Club, which sponsored CVTC's first Cultural Awareness Day, March 13, 1991.

GOALS AND OBJECTIVES:
Club: To increase minority students:
a. participation in school activities.
b. awareness of CVTC's policies, programs, and services.
c. enrollment and retention levels.
Cultural awareness Day: To increase staff and students:
a. understanding and appreciation of cultural differences.
b. awareness of career opportunities within an ever-increasing global economy.
c. understanding of our largest ethnic minority group, the Hmong, by featuring Hmong speakers, music, and artifacts.

DESCRIPTION:
Club: Functioned as advisor for the club, instituted constitution adopted by club, set up meetings, contacted speakers, assisted in planning activities, and promoted club in-house and in community. Acted as a vehicle for students to bring concerns, and problem-solve them.
Cultural Awareness Day: Planned activities (speakers, exhibits) with club, mentor, other faculty, and community members. Promoted activities within school and community. Facilitated the day's activities.

RESULTS:
Club: An International Students' Club had not been active at CVTC since the 1970's. However, CVTC district has had an increase in minority students and residents in the area. The club was formed to meet their needs and to promote their recruitment and retention. It has been active in planning activities (Cultural Awareness Day, social events, educational field trips).
Cultural Awareness Day: CVTC's first Cultural Awareness Day drew 318 participants to hear a variety of speakers. Plans are underway to follow-up with a second awareness day next year. This will probably be an annual event, sponsored by the International Students' Club, as the need to educate others about multi-cultural issues is so vital.

CONTACT:
Name: Joyce Philen District: Chippewa Valley Technical College
Address: 620 W. Clairemont Ave., Eau Claire, WI Tel. No. (715) 833-6346

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

RESOURCE INFORMATION ON REFERRALS FOR TEACHERS OF YOUNG CHILDREN.

GOALS AND OBJECTIVES:

1. To make teachers aware of the referral system and how it works, what resources are available to families, and how to contact those agencies. I expect this information will help teachers when working with parents and other professionals.
2. Another goal is to help teachers realize how important it is for them to have some training in how to screen children in their program.

DESCRIPTION:

I am putting together the resource referral information booklet. I have distributed a questionnaire to the staff of the MATC day-care centers (about 40 teachers, full- and part-time). I plan to use the information received from the teachers once I have studied the responses. In this referral information booklet, there are sections on legal obligations, definitions of terms used, list of screening tools, types of developmental problems, resources for the families, time frame for referral process, and the role of the teacher and other professionals who are involved in a referral.

RESULTS:

This booklet will be a valuable resource for teachers who are working with young children. It will be especially helpful to teachers when working with families who have concerns about their child's development.

CONTACT:

Name: LORRAINE TYLER District: MILWAUKEE

Address: 3637 North 14th Street Tel. No. (414) 263-0367
Milwaukee, WI 53206

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Minority Recruitment

GOALS AND OBJECTIVES:

1. Create brochures and put together recruitment packages.
2. Contact and recruit prospective students from high schools, minority communities/ESL populations, and American Native communities.
3. Observe activities of Jill Pein, recruiter specialist at WWTC.
4. Continue my position as advisor for Hmong Higher Education Organization in La Crosse.

DESCRIPTION:

1. Designed brochures to answer questions commonly asked by minority students (especially Hmong and Laotian students) and developed package consisting of a letter of introduction, a brochure, catalog, placement report, program fees brochure, a list of programs offered at WWTC, and a personal business card.
2. Contacted counselors at area high schools and other minority community-based organizations to recruit and distribute packages.
3. Observed Jill Pein, recruiter specialist at WWTC, to understand what methods she uses to recruit students.
4. Continued my position as advisor for Hmong Higher Education in La Crosse, and continued to advise Southeast Asian students at WWTC.

RESULTS:

1. Brochures and packages for recruitment are completed.
2. Approximately 120 students at Logan High School and ESL population (students) at WWTC have been contacted and recruited.
3. Plans have been made to observe Jill Pein before the end of fiscal year 1990-91.
4. Meetings have continued for the Hmong Higher Education Committee, and oral presentation encouraging recruitment of Hmong into post-secondary education was made to members of Higher Education of Asians conference in La Crosse.

Contact: Nhia Vang
Western Wisconsin Technical College
P.O. Box 908
La Crosse, WI 54602-0908
(608) 785-9550

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT: Minority Recruitment of Menominee Indian High School Graduates to Northcentral Technical College of Wausau

GOALS AND OBJECTIVES:

1. Gather information regarding the problem of why Menominee Indian High School students don't attend Northcentral Technical College of Wausau.

2. Determine where and if I might be able to provide some positive input.

DESCRIPTION:

My LIP project was to work on recruitment of students from Menominee Indian High School to NTC of Wausau. There have not been any full time NTC students from the Menominee Indian Reservation for several years. Transportation, childcare, housing, plus a general lack of information about what is offered at NTC of Wausau are some of the reasons for the lack of attendance at NTC of Wausau by Menominee people. These problems and others are being looked at by the Tribal Education Department and NTC.

RESULTS:

From what I understand after having met with my Supervisor here at Antigo and my mentor at Wausau, I will be able to make several visits to the Menominee High School at Keshena during the coming school year. I am grateful to the LIP program and the people involved in it for giving me the chance to try to help Menominee High School students in a small way.

CONTACT:

Tony Waupochick
Northcentral Technical College
Box 28, Forrest Avenue
Antigo, WI 54409
Telephone: (715) 623-7601

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Recruitment Minority Video

GOALS AND OBJECTIVES:

Apply for advanced standing.
Select courses for completion.
Increase public speaking engagements.
Complete minority video.

DESCRIPTION:

Advanced standing: Professional experience and prior college courses may be applied to a college degree. The subsequent course selection will be based on acceptance of the advanced standing application, which reduces remaining courses by 50 percent.

Public speaking engagements: Increased visibility can improve community contacts and resources. Presentations to community-based organizations and agencies on MATC programs will help facilitate positive relationships and dispel negative perceptions of minorities.

Minority video: The minority video will enhance the recruitment effort of the institution. This video will feature staff and students of color interacting socially and academically within the institutional environment.

RESULTS:

The advanced standing application has been completed and the determination is pending. The remaining courses have been selected (based on acceptance of advanced-standing application).

To facilitate better community relations, I have accepted an appointment by the U.S. Department of Housing and Urban Development to the Janesville Community Housing Resource Board. Four speaking engagements have been completed to community-based organizations with appointments confirmed for seven more.

The components for the minority video are in place; however, filming and editing have not yet been completed.

Contact: Emmett Woodward
MATC-Madison
272 Market Street
Oregon, WI 53575
246-6170

bh:BE20:RM4nb

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Research and identify national data banks which provide the background, requirements, and procedures necessary to tailor grant proposals to specific private and/or federal grantors in order to secure financial support for Lakeshore Technical College (LTC).

GOALS:

1. Recommend to the Administrative Cabinet a minimum of three data banks for researching and securing grants that are compatible with the mission, needs, and budget of LTC.

2. Recommend to the Administrative Cabinet the basic organizational and operational structure of a grants office.

DESCRIPTION:

I have utilized the following resources to accomplish my goals: interviews with LTC administration and resident experts, interviews with leaders from other VTAE districts and private colleges, research books, research libraries, solicited and unsolicited promotional materials, seminars on grants development, and casual discussions with a number of other people involved in grants office operations.

RESULTS:

I have evaluated information obtained regarding grants office structure. I have a solid understanding of the organizational and operational structure of an efficient, successful grants office which I will recommend for implementation at LTC. I have several sources for data banks that require further investigation and analysis before a recommendation can be made. My goal is to have a full recommendation prepared for the Administrative Cabinet prior to December 1991.

As a result of the Leadership Identification Program and my selected project, I have gained immeasurable insights into myself, LTC, and the VTAE system. I have developed a keener appreciation for mentoring, networking, and workplace diversity which would not likely have occurred without the benefit of my year in the Leadership Identification Program.

CONTACT:

Name: Jane A. Birkholz District: Lakeshore
Address: 1290 North Ave., Cleveland, WI 53015 Telephone No.: (414)458-4183

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT
Due May

TITLE OF PROJECT/SPECIAL ASSIGNMENT: To increase student participation in Student Government, to bring programming to the campus which would reflect a diverse student population, to foster cooperation between Student Government Associations of the three campuses.

DESCRIPTION: I quickly learned that this was an immense job and that each campus was very territorial and had goals and objectives which precluded cooperation. I decided to concentrate on reorganizing Student Government on my campus. At that time there were no returning members so we had to begin at square one. I introduced the concept of categorizing our goals into social, cultural, educational and community service activities. We brainstormed ideas for offerings or events and tried to justify them according to those goals.

RESULTS: A small group of students formed the student government association after a membership drive. I observed some interesting struggles for power and direction as they sought an identity. Some interesting and new programming was brought to the campus, setting up the four goals helped to steer away from purely social activities. One interesting struggle was the resistance to cultural activities. Everyone interpreted that as ballet and opera. Curiously, the most successful event was the bus trip to Milwaukee to see the Nutcracker. A great effort was also made to address our cultural diversity and we scheduled many well-received activities for Black History Month. We also became an additional source of support for a newly formed Hispanic club. I have come to some conclusions and recommendations for making Student Government more effective and meaningful. I hope to present these conclusions to my superiors. There is a great deal of work yet to be done, perhaps the only thing accomplished was increasing the visibility of the organization and getting them to think about more substantial programming.

Name: Debby Burke District: Gateway

Address: 1001 S. Main, Racine, WI 53403

Tel. No: 414-631-7425

TITLE OF PROJECT: Committee Involvement

GOALS AND OBJECTIVES:

To actively pursue appointments to several internal/external committees. Enhancing opportunities for professional and personal growth.

DESCRIPTION:

Investigated the possibilities for partcipation in committee work, both within/without Western Wisconsin Technical College.

RESULTS:

Re-elected as Secretary, Juneau County Crime Stoppers, Inc.
Block Captain, Neighborhood Crime Watch, Clearfield Tnsp.
Member Clearfield Special Committee to investigate securing Wisconsin Power and Light coal buring plant.
Assisted Juneau County Board 911 Committee in research for April 1992 start date.
North Central Accreditation Sub-Committee Member, Economic Development, Outreach and Continuing Education.
Search and Screen Committee, WWTC for Assistant Admin. of Student Services.
Search and Screen Committee, WWTC for Bookstore Assistant.
Appointed the official recorder for WWTC Mauston Campus Advisory Committee.
Mauston Campus Facility Planning Member.

Iny Emery
N9265 8th Ave.
New Lisbon, WI 53950

Western Wisconsin Technical College
(608) 847-7364

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Grants & Development/Federal Projects Data Base

GOALS AND OBJECTIVES:

Study the current system used by the Grants & Development Office for project participant reporting and fiscal monitoring of Federal projects.

Develop a plan to update/revise this system to meet the reporting requirements of the WBVTAE and to meet the needs of the Grants & Development Office.

DESCRIPTION:

Attended ongoing planning meetings with the Manager - Grants & Development and the Director - Information & Data Systems.

Reviewed problems in the area of fiscal monitoring of projects and project participant reporting.

Attended a state-called meeting to obtain information on new guidelines for the client reporting system.

Traveled to another district to review the computerized Federal Project data collection/reporting systems which they have developed.

RESULTS:

Developed a rough draft of an on-line computer system to meet client reporting requirements. In the next several months this system will be finalized for use in the 1992 reporting year and beyond.

The problems with fiscal monitoring of projects are still being reviewed. Finalization of this portion of the project will extend beyond the end of the 1990-91 LIP year.

CONTACT:

Name: Laurie Hafemann
District: Moraine Park
Address: 235 N. National Avenue
Fond du Lac, WI 54935
Phone: (414) 922-8611, Ext. 298

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT: Recycling

GOAL:

Become Recycling Coordinator within VTAE system.

OBJECTIVES:

1. Visit various recycling plants.
2. Arrange for in-house seminars on recycling.
3. Develop programs to educate students and staff about recycling.
4. Attend lectures, seminars and conferences on recycling.
5. Gain membership on VTAE Recycling Committee.
6. Develop resource center of books and other publications regarding recycling.
7. Make contact with waste management experts.
8. Gain understanding of landfill problems.
9. Learn about hazardous waste problems.
10. Study E.P.A. Guidelines regarding landfills.

DESCRIPTION:

1. Meet with other recycling experts, i.e. Dane County, City of Madison, etc.
2. Shadow other Recycling Coordinators for a day.
3. Study job descriptions of other Recycling Coordinators at 2 and 4-year colleges.
4. Meet with officials of Dane County landfills.
5. Meet with waste contractors, i.e. Waste Management, Valley Sanitation and B.F.I.

RESULTS:

See attached report.

CONTACT:

Mentee: Linda Lates, Custodial Worker III, Lead Person, District #4
Address: Madison Area Technical College
3550 Anderson Street, Madison, WI 53704
Telephone No. (608) 246-6030
Mentor: Robert P. Torkelson, Facilities Construction Admin.

April 26, 1991

I chose recycling as my project for the Leadership Identification Program because of my interest in ecology and the need to help save our environment. Over the past year, I have collected valuable information on recycling, interviewed scores of recycling experts, and helped our MATC campuses become more effective in their recycling efforts.

Since I began my project for the Leadership Identification Program, I have learned a great deal from working with my mentor, Robert Torkelson (Facilities Construction Administrator). Robert has helped me throughout the year to develop my recycling skills and knowledge. I have learned how to conduct meetings, tap community resources, formulate survey materials, and better organize the recycling program. As I have gained more experience with recycling, my awareness of the need to recycle, as well as my interest in preserving our environment, has continued to grow.

Madison Area Technical College has a terrific recycling program. In September 1989, our Custodial Department began to recycle the following: computer paper, mixed letterhead, aluminum, metal, glass, newspaper, and cardboard. In December 1990, we added the following to the list of materials we recycle: plastic, used oil, hazardous waste, lead-acid batteries, tires, ink, hypo, silver, pallets, shipping peanuts, and bubble wrap.

In December 1990, we set up a recycling center in our cafeteria area, where we have collection bins for aluminum, metal, plastic, and paper. Our kitchen area also has bins for metal/tin cans and plastic.

We have a student helper who cleans and crushes recyclables, and places them in a recycling bin in an outside area. A separate bin is provided for the storage of paper. We have purchased a compactor for our cardboard. Our efforts are tireless and the cost is considerable, but the savings to the environment are great.

As part of my Leadership Identification Program I developed, together with my mentor, Robert Torkelson, a recycling survey. We sent the survey to 36 other VTAE districts and received 12 responses. The surveys gave us information, for example, on who is responsible for recycling, what happens to the monies, if any, that result from recycling, and how recycling affects budgets. After going through the results, we recognize that Recycling Coordinators are greatly needed throughout the VTAE system. Because our schools are two-year institutions, there will be a constant need to develop awareness of recycling among our students. New ideas and technology in recycling are being created every day. To meet this ever-growing challenge, the VTAE system must expand its personnel roster to include the position of Recycling Coordinator.

matc

Milwaukee Area Technical College

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700 West State Street
Milwaukee, Wisconsin 53233
414-278-6600

NORTH CAMPUS
5555 West Highland Road
Mequon, Wisconsin 53092
414-242-6500

SOUTH CAMPUS
6665 South Howell Avenue
Oak Creek, Wisconsin 53154
414-762-2500

WEST CAMPUS
1200 South 71st Street
West Allis, Wisconsin 53214
414-476-3040

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT
May, 1991

TITLE OF PROJECT/SPECIAL ASSIGNMENT: Academic Advisory Committee and Employment Development Center Partnerships

GOALS AND OBJECTIVES: Increase academic advisory committee membership's awareness and use of the Milwaukee Area Technical College Employment Development Center (EDC) services.

DESCRIPTION: Prepared and presented information to academic advisory committee regarding the range of services available to employers and to faculty/staff through the EDC. Presented graduate employment data to advisory committee and explained it relevance and use in examining programs.

RESULTS: Increased employers' awareness of the Milwaukee Area Technical College. Secured immediate job openings from employers for MATC students and graduates. Provided employers with information for listing future employment openings with the college. Educated instructors about EDC services and the importance and processing of employment openings. Increased own awareness of college academic divisions.

CONTACT:

Carol Odya
Milwaukee Area Technical College
700 W. State Street
Milwaukee, WI 53233

(414) 278-6244

LEADERSHIP IDENTIFICATION PROJECT FINAL REPORT

CUSTOMIZED TRAINING NEEDS AND INTERESTS OF BUSINESSES AND INDUSTRIES IN THE MID-STATE TECHNICAL COLLEGE DISTRICT

GOALS AND OBJECTIVES:

1. To investigate and review the customized training surveys/study efforts of state and national technical/community colleges.
2. To solicit input on MSTC's customized training activities and gain cooperation from the district's administrators, department chairpersons, and coordinators in an effort to consolidate the promotion of all MSTC non-traditional training services (contracted services, technical assistance, workplace literacy, apprenticeship, etc.) for employed persons.
3. To compile/design a survey to determine the specific customized training needs and interests of businesses and industries in the MSTC district.
4. To determine which marketing methods employers prefer MSTC use to inform them of our customized training capabilities and offerings.

DESCRIPTION:

The need for a well-trained work force has been emphasized in several recent state and national studies. In addition, as the population of traditional (younger, single) technical college students decreases and the population of non-traditional (older, married, single parent, minority, displaced worker, etc.) students increases, the state's technical colleges are looking more seriously at "customized" training options. It is important for service organizations such as MSTC to learn what the customer wants and needs. This is the rationale for the customized training survey of MSTC district businesses and industries.

The survey and corresponding study is being developed in partial fulfillment of a master's level Communications Research Methods course I am enrolled in and with the assistance of my mentor, the MSTC Administrator of Research and Planning, and a UW-Stevens Point Communications professor with a survey research background. It will be mailed to a randomly-selected sample of businesses and industries compiled from lists of members and non-members of the Marshfield, Wisconsin Rapids, and Stevens Point area chambers of commerce. The survey will be reviewed for accuracy and completeness by MSTC administrators, department chairpersons and coordinators. It will also be test-piloted. The tentative target date for mailing the actual survey is October 1991.

Results of the survey will be used to develop a customized training plan and a marketing campaign for MSTC's customized training services.

RESULTS:

This is my third project for the Leadership Identification Project. Two previous ideas failed to survive for several reasons beyond my control. These experiences have been lessons in flexibility and tough tests of my sense of humor. So, while this project is not yet complete, its life expectancy looks very good. Customized training is an extremely interesting and growing area. One very positive result of my multiple projects experience is my mentor's support. He will see this project through to its completion late this fall (1991). I am looking forward to an extended LIP experience.

I've completed a literature review, contacted most of the other districts, and have a draft of the survey to be presented at a Campus Administrators meeting at the end of May 1991. In addition, I have a draft of a proposed methodology for distributing the survey and am learning the ABSTAT statistical analysis computer package.

CONTACT:

Lois Reis Slattery, Mid-State Technical College,
500 32nd Street North, Wisconsin Rapids, WI 54494
(715) 422-5463

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Retention Program for Minority, At-risk and Non-traditional Students

GOALS AND OBJECTIVES: Demonstrate my administrative skill and leadership ability by developing and working for the adoption of a retention program for minority, at-risk and non-traditional students, which links student services and instructional services in MATC's overall retention efforts.

DESCRIPTION: I conducted a national review and evaluation of retention programs, with special emphasis on community colleges. I identified effective retention prgram models and necessary components of effective programs. I selected and combined elements of various identified models to develop a proposed program for MATC.

RESULTS: I developed CHOICES AND CHALLENGES: A Systematic Approach to Minority Student Recruitment and Retention. I presented the results of my research and the proposal to the District's Cultural Diversity Committee. I sought the Committee's support of the proposal and acquired additional support from the Affirmative Action Office. The proposed model was included in the District's Cultural Diversity Committee Recommendations to the District Director. I am a member of this committee.

CONTACT:

Name: Karen Donald District: Four

Address: 3550 Anderson St. Tel. No. 608 246-6232

Madison, WI 53704

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

May 15, 1991

TITLE OF PROJECT: Strategic Marketing Plan-Economic/Community Services

GOALS AND OBJECTIVES:

Identify key elements for a strategic marketing plan outlining a one year plan of objectives, strategies, time line and budget. This plan will be reviewed on an annual basis.

Organize this plan into a document for publication and distribution.

DESCRIPTION:

A committee was formed from the Economic/Community Services staff. Through the committee process, and with the assistance of the Public Information Manager, a document was developed which explains the planned activities for the unit for 1991-92.

Included in this document were an executive summary, market analysis, goals, basic premises, marketing action plan, budget, and time line.

RESULTS:

See attached.

NAME: Marge Jeffers **DISTRICT:** Moraine Park

ADDRESS: 235 N. National Avenue, Fond du Lac, WI 54935

PHONE: (414) 922-8611 Ext. 245

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Technical College Promotional Kits for K-12

GOALS AND OBJECTIVES:

My goal was to gain a broader perspective of how colleges market themselves. In addition, I wanted to pursue future educational plans.

DESCRIPTION:

I chose Marketing Principles and Public Relations for my first two courses. These courses were helpful in meeting my short-range plans as well as my long-term educational goals.

I met with representatives from technical and 4-year colleges at various seminars and fairs throughout the year. Interaction with other High School Relations personnel and Public Information administrators was made possible through two joint meetings held this year. I was responsible for coordinating the May meeting held at WCTC. Dwight York addressed both groups about marketing related issues.

To research information for my project I met with junior high teachers and counselors. I'm also serving on an Education for Employment Committee for an area high school district.

I gave one presentation to the district board about WCTC's recruitment activities
RESULTS: and have been asked to give another one in June.

Techopoly, a game board promoting Technical Colleges, will be available soon. It is targeted for 6th through 8th graders.

After my investigation of college marketing programs, I foresee a great need for us to use creative methods to enhance our marketing and public relations activities. I am preparing myself to become an expert in that field.

CONTACT:

Name: Jan Mangino District: WCTC

Address: 800 Main Street, Pewaukee, WI 53072 Tel. No. (414) 691-5265

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Automation of a follow-up system for marketing leads.

GOALS AND OBJECTIVES:

My goals were to improve my leadership skills and gain leadership visibility through involvement in campus committee work, to gain and improve speaking and presentation skills through development and involvement of my project, to gain formal leadership skills through workshops and classes, and to grow professionally through informational interviewing and meeting with leaders outside the WCTC system.

DESCRIPTION:

I developed a dBase system which allows our department to computerize all of the marketing leads we receive. By using the dBase system, we are able to retrieve specific information as requested and needed. Admissions receives a report twice each month (along with mailing labels) and uses the report to disseminate information requested by the potential students. Updated reports are generated twice each month and sent to Division Deans so each Division can do specific marketing to audiences who have an interest in their programs. Requests are also made for specific lists of potential students by managers and faculty wanting to do target marketing. I presented my project to Deans and Associate Deans and serve on a committee which is evaluating how the reports generated from the project can best be used.

I became involved in several committees on campus and became the leader of a Quality Circle. I have attended management meetings with my mentor to get a first-hand view of leadership styles of managers. I have participated in workshops and Quality Value class. I have also done some informational interviewing with community leaders outside the WCTC system.

RESULTS:

The automated follow-up system for marketing leads is up and running. The dBase system meets the needs of our department, and will meet the needs of other departments as we expand our efforts to reach students on a continual basis. In addition, we can track where our students come from and the effectiveness of each effort. Statistical information can be retrieved to aid the decision making process for future marketing activities.

I feel I have developed more confidence in my abilities as a leader. I have gained greater visibility both in and outside WCTC and will continue to seek professional advancement.

CONTACT:

NAME: Susan K. Maresh DISTRICT: Waukesha County Technical College

ADDRESS: 800 Main Street, Pewaukee, WI 53072 PHONE: (414) 691-5448

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE: GOAL Center - Structure, Tracking, Retention

GOALS AND OBJECTIVES

Develop a plan addressing the structure, tracking and retention in the GOAL Center on the Sturgeon Bay Campus.

DESCRIPTION

The GOAL Center at NWTC Sturgeon Bay is staffed by two part-time instructors with some part-time support help. The Center is open approximately 30 hours a week. As an end result, this project will help the GOAL Center run as efficiently as possilbe and serve the students as best it can with limited staff and hours.

To gather data for this project I visited or contacted both instructional and support staff at other GOAL Centers in this district and other districts. I also read materials concerning GOAL and ABE from state and national publications and the GOAL/ABE/ESL Evaluation for this district and participated in meetings with district personnel and area high schools when the GOAL Center services were involved.

RESULTS

I am currently framing out procedures that will insure the GOAL students are given all the information and services they need; from initial contact to entering the GOAL program to moving to another program, the workplace, or another agency.
This will be accomplished by referral/information cards, checklists, letters and keeping all staff on campus informed about these GOAL procedures.
Work on this will continue until these procedures are set and will require periodic updating.

The creation of a tutor/student coordinator was realized and has relieved the GOAL instructors of having to take instructional time to administer this aspect of the GOAL program. The coordinator matches GOAL students who have low reading skills with volunteer tutors, serves as a contact person and keeps records of both students and tutors.

The high school credit program was taken out of the GOAL Center and set up as a separate class to alleviate overcrowding and to provide a better instructional atmosphere for the high school age student.

CONTACT

Pam Ray
Northeast Wisconsin Technical College
229 N 14th Ave P.O. Box 200
Sturgeon Bay, WI 54235-0200
(414) 743-2207

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Marketing a GOAL/LITERACY Program in a shopping mall setting.

GOALS AND OBJECTIVES:

To provide hard data showing what marketing strategies were most effective in bringing in students to our GOAL/LITERACY Programs as well as the importance of being located in such an unconventional, nonthreatening environment.

DESCRIPTION:

For my research I developed a questionnaire comprised of five questions. They included length of time in the program, like or dislike of the mall classroom setting, did the location of the class influence signing up for the program, would they continue if the program were moved on campus, and finally, how did they find out about the program. This became more involved than anticipated. To date, I have interviewed 60 people. I am in the process of compiling all the information.

RESULTS:

The following results are anticipated within the next four weeks:

A. I will be dividing the people surveyed into three groups, GOAL Reading, GOAL Math, and Literacy.

B. The results will be tabulated to ascertain whether the students would continue in their respective programs if they were moved on campus and how many actually came to class because it wasn't on campus.

C. Most importantly, the marketing information will be turned over to our Information Specialist, who is also my mentor, Doug Landwehr, NWTC-Green Bay, to aid in our present marketing strategies.

Contact: Darla Lorenz
Northeast Wisconsin Technical College
Pine Tree Mall
2800 Roosevelt Road
Marinette, WI 54143
(715) 735-3684

bh:BE20:RM3

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE: Develop a Local Leadership Identification Project for MATC.

GOALS AND OBJECTIVES:

1. Research local LIP programs within the VTAE system.
2. Discuss the local LIP concept with MATC administrators.
3. Develop an advisory committee for a local LIP.
4. Market the local LIP to interested staff, administrators and faculty.

DESCRIPTION:

Develop a local Leadership Identification Program at MATC for interested faculty, staff and administration that would assist in professional growth and/or promotional activities.

The activities within the local LIP would focus on the following:

1. Gain an understanding of MATC and the VTAE system.
2. Develop leadership skills through various meetings with faculty, staff and administration.

RESULTS:

1. Discussed the local LIP program with mentor and budget manager for the state LIP.
2. Met with Barb Litschauer, WCTC LIP Coordinator, to discuss their successful local LIP program.
3. Created an advisory committee for local LIP.

NEXT STEPS

1. Establish an application form.
2. Develop criteria for selection of LIP participants.
3. Create a timeline.
4. Plan a program (i.e. monthly vs. quarterly meetings).
5. Develop an LIP budget.
6. Discuss the link between the local LIP and state LIP.

Theresa Barry MATC, Milwaukee 700 W. State St. Milwaukee, WI 53233

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT
May 1, 1991

TITLE OF PROJECT/SPECIAL ASSIGNMENT: COMPREHENSIVE FACULTY HANDBOOK

GOALS AND OBJECTIVES:

The goals and objectives of this project were to take an out-dated, very rigid faculty handbook and transform it into a "user friendly" document that people will want to use.

DESCRIPTION:

The first job was to change the format of the handbook. The previous document was done in manuscript style. The new book will be done in a two-column format with large, bold headings.

Once the format was decided upon, we sent portions of the handbook to those administrators in charge of a specific area and asked them to update the information. For example, the chapter on curriculum was sent to the Administrator of Instructional Services. After I received the corrections to the material contained in the old handbook, I then solicited information from those areas that I felt needed to be included in the new version (i.e., AODA, Enrollment Services, no smoking policy, etc.).

RESULTS:

A draft copy of the handbook will be shared with the District Director, Executive Committee members, and Campus Administrators for their input and advice. Any changes, corrections, additions, or deletions will be incorporated into the document. Because this type of handbook will need to be updated on an annual basis, it is necessary to have the type of binding that will allow people to insert updated pages. An appropriate cover will also need to be developed prior to publishing the document.

Of course, the ideal outcome would be that this handbook will be ready for distribution to all faculty members during August 1991. It would then be possible to refer to it during staff orientation sessions.

CONTACT: Jeanne Hoks
Mid-State Technical College
500 - 32nd Street, No.
Wisconsin Rapids, WI 54494
(715) 422-5320

Leadership Identification Program Final Report

Title of Project/Special Assignment

Orientation Videotape for Call Staff Instructors

Goals and Objectives

The purpose of the videotape is twofold: 1) to provide the new call staff instructor with some basic, essential information that he/she will need to know in order to do an effective job and as an introduction to the more detailed information contained in the Call Staff Handbook; 2) to make the new call staff instructor feel that he/she is a welcomed and valued member of the FVTC organization.

Description

Throughout the year, I met with an ad hoc committee formed to address staff training issues, concentrating especially on training for call staff instructors. It was determined that one of the items essential to this training would be a call staff orientation videotape. This videotape would be an introduction to the information contained in the Call Staff Handbook, and would be given to new staff to view either on-site, or loaned out for 1-4 days. Viewing of the videotape will be incorporated into the official Policies and Procedure Manual in the section referring to the hiring of call staff, as a requirement for employment. We determined what content should be included in the videotape, based on objectives that I drew up. Based on the content to be covered, I developed a detailed "sentence" outline for the videotape.

Results

The videotape is ready to go the filming stage. We are working with two different departments within the college (Media and Public Relations), and getting these departments' responsibilities coordinated has backed up our estimated completion date. We look to have a finished product by the end of the summer.

Contact:

Name: Vicki Krause District: Fox Valley

Address: 1825 N. Bluemound, Appleton 54913 Phone: 414-735-4829

lipfr/vk

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT: Inservice Training Model

GOALS AND OBJECTIVES:

Project Goal: To design and develop an inservice flexible training model to meet Human Intergroup Relations certification requirement No. 69.

Design and disseminate a survey to district faculty and staff which explores the diversity of the NTC student population.

Develop an instructional model of inservice flexible training consisting of seven modules of student learning activities.

Pilot and field test the program with the assistance of part-time instructional staff.

Modify and revise the seven modules of the inservice flexible training model based on the results of the evaluation by part time staff.

DESCRIPTION:

This project will provide support to design and develop an inservice flexible training model which addresses the competencies of certification course Number 69 - Human Intergroup Relation.

Inservice training program content has been developed for part-time and full time instructors who need to meet certification requirement Number 69. The content based on the course competencies has been designed to create an awareness and sensitivity to the diverse population of special needs students Northcentral Technical College serves.

RESULTS: The results of this project include:
- an assessment instrument which explores a diverse student population.
- an inservice training model of seven modules of student learning activities.
- an evaluation which is based on the recommendations of participants who field tested the model.
- a completed product which contains the following components: Manual
  Video tape
  Cassette
  Bibliography

Name: Rosemarie Schulz District: NTC
Address: 1000 Campus Drive, Wausau, WI 54401 (715)675-3331

LEADERSHIP IDENTIFICATION PROGRAM FINAL REPORT

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Guidelines for Utilization of Personnel Files

GOALS AND OBJECTIVES:

-- Develop procedures for creating and maintaining personnel files.

-- Specify conditions under which information from personnel files can be accessed/furnished to employees, supervisors and public.

DESCRIPTION:

-- Discussions were held with Personnel Office staff members to determine what information should be kept in personnel files.

-- Visits were made to two other VTAE districts to compare their system with WITC regarding maintainance of personnel files.

-- Information was gathered from a workshop attended on Personnel Recordkeeping.

-- Conducted research from various other sources, including the Bureau of National Affairs service.

RESULTS:

-- A grid was developed to indicate information to be kept at employee location and at Administrative Office.

-- Decision was made to microfiche active employee files as well as archives.

-- Requests for information from outside sources (banks, loan companies, etc.) will be documented.

-- Files for state-certified positions will be divided into a certification file and a personnel file.

CONTACT:

Name: Sandra Sutter District: Indianhead
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Perspectives on Leadership Development is the quarterly newsletter of the Leadership Identification Program, sponsored by the Wisconsin Board of Vocational, Technical and Adult Education.

Perspectives

on leadership development

Volume VIII, Number 1

Do We "Zapp" or "Sapp" Our Co-Workers?

by Ron Thompson, Administrator - Beaver Dam Campus
Moraine Park Technical College

Ruth McMillion suggested I read a book entitled Zapp! The Lightning of Empowerment by William C. Byham with Jeff Cox and write an article for LIP. What I did not realize at the time was that Ruth was "Zapping" me. She was placing confidence in me. Ruth trusted me to read the book and write this article. She empowered me to get the job done.

Ruth offered a couple of suggestions about the type of article and a title. She did not tell me I must include specific points; nor did she dictate what style I must use so the article stated specifically what she wanted. In other words, Ruth refrained from "Sapping" me. She didn't ask me to do something and then immediately tell me it had to be done only her way.

The book is a fable about the failures and successes of people who work in a make-believe company and in a make-believe department supervised by a person named Joe Schmo. It presents a lot of common-sense ideas about how to improve employee satisfaction, which, in turn, will lead to greater productivity and better, quality products. In vocational educational this equates to staff (support/instructional/ management) satisfaction which will mean more productive efforts in training people for the work force.

The author points out that it is important for leaders to enhance or at least maintain staff members' self-esteem. We seem to be at the end of an era where people are only told what to do. The era we are entering is one of involving people in decisions that affect them. It is important to lead and not strictly manage. Leaders have developed the art of obtaining outstanding performance from ordinary people.

Effective leaders use positive reinforcement after putting people in a position to be right. They give appropriate praise that is timely and deals with performance. It is important to be sensitive to the feelings of others and relate to their problems and concerns. Strong leaders are also concerned about their workers' welfare. They display loyalty to the persons with whom they work.

Empowering staff members enables them to gain responsibility in their individual jobs and participate in decisions. It means a leader who is willing to share power in the interest of the overall organization. Empowerment does not cause a leader to lose responsibility to set direction, make decisions, maintain knowledge of the operations, ensure a proper course is followed, or offer a helping hand. It does mean that people feel significant and part of a team. Empowerment combines the thoughts of the employees and their leaders. Work is made

Continued on Page 8

Wisconsin Board of Vocational, Technical and Adult Education

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New Director's Perspective on Leadership

by Yvonne McDonald
'89 MATC-Milwaukee Mentee

During the interview that got Dr. Barbara DeVeaux Holmes her presidency at MATC-Milwaukee, she said, "I am not here to dismantle an organization; I am here to build." Thus publicly she affirmed her commitment to the people she would lead and to the whole concept of mentoring.

In an unprecedented move she made a tentative agreement to extend the current MATC teachers' contract a year and increase salary by five percent. She justified her action by saying, "It is the right thing to do." In an unprecedented move of solidarity, the entire group of over 200 union members gave her a standing ovation. "You have written another page on my soul," she said. No one wanted to relive the bitterness of the last contract negotiations talks. Everyone felt that her commitment to the staff and to teachers was genuine and that it signaled a new era.

For Dr. Holmes sees a direct and intimate connection between leading and teaching. "Every teacher," says Dr. Holmes, "leads, and every leader teachers. A teacher leads from darkness into light, from ignorance into knowledge and enlightenment, and from self-doubt into self-confidence. A leader sets directions, establishes a vision, inspires and motivate others, and then enables them to make that vision a reality."

The most important ingredient of leadership, she said, "is the development of people. To get people to make the vision happen, you have to enable them to do it. Many times people, especially women who have low self-esteem, may not believe they can do it, so one of the jobs of the leader is to be a mentor and to convince them that they can self actualize to the point to make things happen."

According to Dr. Holmes, the first step in the process of empowerment is a direct and honest assessment. This is the part she finds many people are not very comfortable with, but in order to help a person self actualize, she believes, you must have some assessment of what you are dealing with.

People who are not willing to start at that base line of an honest assessment will take longer to get to where they want to be because while experience is a very effective teacher, to wait until you have an experience that reinforces that area of need is the longer route. People have to understand and appreciate what constructive criticism is.

Next in the process of empowering, is to develop a prescription to address the things that come out of that honest assessment. She likens this approach to the socialization process of a child. "Our mothers," she says, "are basically our first teachers. If you watch the development of a child going through the stage of the 'terrible twos,' that child wants to get into everything, and we have to say, 'No you can't do this.' This is the process of shaping the personality of that child and setting the parameters of behavior. Leadership is a lot like that. We start out with a lot of potential. That potential must be shaped and directed and empowered so that it becomes the kind of constructive force that gets the job done."

Next, as a mentor, the leader encourages, nurtures, and inspires you to achieve those goals you set for yourself in life. There are many obstacles that women in the pursuit of leadership must deal with. "Operative at every level," says Dr. Holmes, "I did not sense an expectation on the part of the significant others in leadership positions that I was expected to be a leader. However, because I could go back to a family of DeVeaux, that was my maiden name, who stressed that you are the best and to a mentor who said, 'You can do it,' that certainly did it for me. I sense an expectation in the larger universe of Higher Education that says, 'Women aren't as good as; women aren't effective decision makers; women don't understand budgets; and that an institution like MATC cannot be left up to a woman to direct and manage.'"

"There is also an expectation out there that says that Blacks are certainly not as effective or intelligent as Whites. This is real. So to be on the really safe side, you have to cover all the bases of preparation so you can put your credentials on the table. Nothing can be left up to chance in that regard. If you need to get a Ph.D., you get a PH.D. If you need some management skills, you get management skills. Get the keys to the door so when you get into the door, you can hit the playing field. But you can't come on the playing field with limited experience and preparation in significant places, and then walk away saying, 'They didn't like me because I'm Black.'"

Another step in the process is to be a bridge and support system. If the bridge isn't there, you fall down in the valleys and ditches of life and may not be able to pick yourself up. "One of the obstacles," says Dr. Holmes, "that minorities face is that of negotiating the majority culture decision-making set. In administration you are often working in a fixed environment and with a board who has differing perceptions and assumptions. It is often difficult to get past all of that, so people don't see color, sex, or ethnic origin; they see an experienced administrator who is seeking to give of her talents right off the bat. And that's tough. Women have to build up a certain resilience. Men have been conditioned from childhood to have muscle, resilience, and grit; to get knocked down, to fall on their butts in football games, and everyone reaches a hand and picks them up and says, 'Get right back in the game, and do it again.' Often when we have our negative experiences, we want to withdraw. We don't want to go back to the table. We don't accommodate 'No' very well. We have to get used to this. We have to build up a high tolerance for rejection. This is an important leadership trait. If you are persistent enough and you stay the course long enough, you'll make it."

"If there is something that characterizes me in terms of my perceptions on leadership," continued Dr. Holmes, "It is that a truly effective leader is a shaper of what might be. In this I am a disciple of John Gardner when he says, 'Some people fail to be effective leaders because they remain shapers of what is rather than become shapers of what might be.'"

Mentees Benefit Districts

Computer Utilization Assessment

Roberta Smith ('88 Milwaukee mentee) believes being an LIP participant has made a difference in her life. She states, "I now accomplish my present responsibilities with greater ease."

Roberta's LIP project was an extensive assessment of computer utilization throughout MATC-Milwaukee. Her LIP mentor was Phil Langerman, Executive Dean.

Roberta's survey results were used by her division director, Vic Langer, for the 1990-91 and five-year plans. Roberta's survey sought to quantify student use of computer centers by category of support needed as perceived by the faculty and to look for future trends. During Semester II of FY 88-89, 1,530 full-time and part-time faculty members received the survey asking them to report courses by section and category of present and future use of computer centers. Responses came from 742 (48%) faculty, representing 1,315 (60%) courses and 2,913 (43%) sections.

Analysis by department number, grouped into nine instructional divisions, determined respective trends in categories of use and future growth.

Agribusiness and Technical project the highest overall computer usage of 80% and 76% respectively. Business, Health Occupations, Television, Liberal Arts, and Sciences indicate between 60%-67% use of the computer centers. Graphics and Applied Arts show just under 50% of computer use. Industrial and Consumer and Hospitality Services indicate 30% and 19% computer use respectively. Divisions having the higher computer use also have the higher response rates. Division response rates range from 61% to 35%.

Diversity in Education

LIP '89 mentee, Francine Triplett, Milwaukee. The new issue sweeping the nation is "cultural diversity in education." Educational administrators, faculty, students, parents, and community advocates are exploring ideas and analyzing the relevance of infusing multicultural/multiethnic education in the school curriculums.

A few institutions stand in the forefront in the development of new curriculums and have already begun to implement change. An example is a model developed by the Multicultural/Multiethnic Education Task Force in Portland, Oregon.

It is stated in this particular model that Multicultural/Multiethnic education is important to promote understanding, appreciation, and cooperation among people of different cultural and ethnic backgrounds. Students will be able to demonstrate an ability to: "Live in harmony with people of different ethnic groups and cultures, sustain them- selves and others through participation in the local/national/world economy and/or by working productively with and for people of different ethnic groups and cultures, and solve local/national/international problems by reviewing and analyzing information--and then working cooperatively toward solutions."

Francine produced a video entitled "Roads to Cultural Diversity in a Geocultural World" which would explore the concept of multiculturalism in education at MATC. The purpose of this production was to provide a common base of information which would promote a sense of harmony, understanding, and appreciation for different ethnic groups and cultures at MATC.

(Continued on Page 6)

Foreground: Mentees, Emmett Woodward, BTC, and Shaune Curry, Madison

Sharon Selleck-Lehman, SWTC mentor, with her mentee, Kathy Kreul

Mentees: Sandra Sutter, WITC; Joyce Philen, CVTC; and Kathy Kreul, SWTC

Vasant Kumar, WITC mentor, with his mentee, Sandra Sutter

Marcia Arndt, Milwaukee mentee; Grace Davis, WCTC presenter; and Janet Eisberner, MPTC mentee

Former LIPers Contribute to Orientation

The LIP Orientation Meeting at Stevens Point September 18-19 was the kick-off of the mentoring process for 38 new mentees from 15 of the VTAE districts.

Among the 38 mentors are 11 mentors repeating this role for LIP. Five mentors this year were former mentees in the program: Vicki Beckman ('86 Milwaukee), Sue Brown ('85 CVTC), Sharon Jung ('87 WCTC), Dorsey Kendrick ('86 Milwaukee), and Jill Metzger ('85 WCTC).

VTAE presenters throughout the two days were: Vicki Beckman (Milwaukee), Sue Brown (CVTC), Nick Covelli (GTC), Grace Davis (WCTC), Brigette Hickman (LTC), Pat Holy (Milwaukee), Alice Iaquinta (MPTC), Judy Jorgensen (WCTC), Dorsey Kendrick (Milwaukee), Rick Kettner (Milwaukee), Yvonne McDonald (Milwaukee), Ruth McMillion (CVTC), Jim Nelson (MPTC), Carlos DeSoto (Milwaukee), Carol Spencer (Milwaukee), and Linda Stewart (WBVTAE).

Mentees expressed the following responses at the end of the two days:

Judy Pelt (WCTC), "Great food for thought to determine career path tendencies/directions. . . . a wonderful experience."

Anita Moseng (CVTC), "Great, informative, clearly presented, nice input from audience."

Lisa Baurain (FVTC), "For the first time in my life I feel like I really have a good sense of direction in what I want to accomplish. These two days have been the most rewarding experience.

Karen Donald (Madison), "This was helpful in making me gear in on what I want to do and begin to plan my career. My mentor (Pat Cartwright) was excellent in listening and trying to understand what I want."

Kathy Kreul (SWTC), "Very eye opening both personally and professionally."

Nhia Vang (WWTC), "This is an excellent program."

Larry Vesperman (FVTC), "Keep it up."

Gwen Marsa (LTC), "I see an overall picture of my organization now."

Shaune Maria Curry (Madison), "Inspirational! Valuable information."

Vicki Krause (FVTC), "Opportunity to work on professional growth plan very beneficial when all the ideas from the past two days are still flowing and uppermost in our minds."

James Scott (Madison), "Discovering my career anchors and career stages was rewarding for me."

Theresa Barry (Milwaukee), "Excellent information."

Faye Miller, GTC mentee, with her mentor, Nick Covelli

Judy Jorgensen, WCTC mentor; Theresa Barry, Milwaukee mentee; and Marlena Mackie, WCTC mentor

Robert Torkelson, Madison mentor, with his mentee, Lois Lates

Mentees: Jane Birkholz, LTC, and James Scott, Madison

Mentors: Darl Drummond, WBVTAE, and Emmett Biddle, BTC

Max Farning, MSTC mentor, with his mentee, Lois Slattery

Laurie Hafemann, MPTC mentee, with her mentor, Jim Nelson

WWTC mentees: Nhia Vang and Iny Emery

Mentees: Susan Maresh, WCTC; Lisa Baurain, FVTC; and Vicki Krause, FVTC

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Continued From Page 3

Internship Model

Brigette Hickman ('89 LTC mentee) designed an internship model that could be used throughout the campus at Lakeshore Technical College.

Brigette interviewed the Administrative Cabinet members to find out what they thought an internship should entail. It took about four months to come up with a definition of internship that was appropriate for LTC students. It needed to be a learning experience that would give them experience that would be helpful in getting into the job market.

To get appropriate information on setting up this project, Brigette visited a number of campuses, talked to co-op and internship coordinators, attended numerous state cooperative and placement organization meetings, talked to prospective employers, reviewed reams of material, and then finally revised and adapted a model to meet students' needs. The model should be useful on the district or state level for the VTAE system.

Brigette commented, "You definitely need the help of a mentor who believes in you one hundred percent! Your administration has to be behind you and be willing to allow you to make a few mistakes in trying to do your job during your LIP years, which is growing professionally and working on your project. Doors need to be opened to you in regard to information that you normally are not aware of."

Brigette will now be implementing her internship model at LTC.

Part-Time Faculty Handbook

Cindi Thiede, '89 mentee, was selected to participate in LIP when Northcentral Technical College was beginning in-depth studies of its faculty professional development efforts and faculty professional growth planning. Two committees were formed to study these issues, the Faculty Professional Development Committee and the Faculty Growth Plan Task Force. Cindi became an active member of both committees.

During the course of the year, Cindi attended the National Staff Development Council's conference on "The Staff Development Challenge: Weaving the Tapestry of Tomorrow" where presentations were made on a variety of staff development topics, such as mentoring and peer coaching. In addition, she attended a highly informative conference dealing solely with professional development activities for part-time and adjunct faculty sponsored by the National Council for Occupational Education.

As part of Cindi's project to develop a part-time faculty handbook, she met with several other VTAE districts who have staff development programs for part-time faculty in place. Cindi states, "I am very impressed with the openness and willingness of other districts to share the details of their successful programs with me. Their suggestions and ideas proved invaluable to me in the development of my handbook."

To carry the theme of part-time faculty professional development one step further, Cindi worked in conjunction with Larry Kind, Associate Dean for the Central Region (Wausau), to create an in-service solely for part-time and call-staff faculty which was held in August 1990. The Part-Time Faculty Handbook was presented at this in-service and received many favorable comments.

Cindi would also like to see a newsletter created for the part-time faculty and a directory of professional development activities for all staff be made available. Both ideas are under consideration.

(Continued on Page 7)

Continued From Page 6

Programming Lower-Ability Students

Last year LIP provided professional growth for Kary Boyd, instructor in the Study Skills Lab at WITC-Ashland campus.

Boyd met with her mentor, WITC District Director David Hildebrand, on a monthly basis for guidance, constructive criticism, and encouragement on her project relating to programming for the lower-ability student.

The three-phase research paper, as presented to the WITC District Board, focused on those students who did not possess the academic skills required for postsecondary educational success. Boyd feels the VTAE system is the best candidate to meet the needs of lower-ability students to ensure educational success for employment in business and industry.

Boyd has been exposed to leadership training, opportunities for skill building, and other professional expertise through several leadership training workshops around the state.

"The advantage of being a part of this program is the opportunity to network with other teachers, supervisors, counselors, administrators, VTAE state consultants, and the VTAE State Director Dwight York," commented Boyd. "I have a new perspective on the whole system and have found that my experience has made me a better teacher and spokesperson for the Ashland campus and for our district."

Doors have been opened to Boyd as a result of her LIP training. She recently had the opportunity to speak before the Governor's Commission on Minorities in the VTAE System.

Staff Tour Program

Kathy Boyd, '88 WCTC mentee, worked on developing a staff tour program specifically geared toward the needs of district support staff. The tour offers new staff members the opportunity to learn about services offered by various departments at WCTC that provide services to the internal customer. It is also a great chance for new staff members to learn their way around campus and meet new people. Through her work in LIP, Kathy has become involved in the New Staff Orientation Sub-Committee of the HRD Team which has implemented the tour program as a part of the semi-annual staff orientation program. Becoming a member of the sub-committee and full HRD Team has given Kathy the opportunity to learn more about WCTC and its staff development.

Kathy commented, "Being a part of the Leadership Identification Program has been such a fulfilling experience for me on both a professional and personal level. It has made me a visible individual on campus and continues to allow me to participate in a number of interesting and valuable committees here at WCTC."

CONGRATULATIONS!

Terry Bilderback

'83 CVTC Mentee

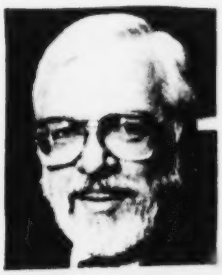
AVA Region III

Vocational Teacher Award

LOST--

A leather attaché case was found at the September LIP Meeting with LIP materials enclosed. Call Ruth McMillion at (715) 833-6405 if it is yours.

Continued From Page 1
exciting; competence and learning are important.



Leaders do not try to influence or direct workers only through official status. They also do not put down people who are reluctant to express their opinions or suppress those who do say what they think. Leaders will not be close-minded to others' opinions without evaluating them. They will not evaluate the views of others only in accordance with their position on the organizational chart. They will not take credit for another person's ideas, and they will not force people to check everything before doing.

Getting people involved with their work so they talk about it to each other is an important objective for a leader. Workers will trust a leader who is supportive and helpful other others as they perform their responsibilities. A leader will let people know their jobs are important. In making decisions, a leader will use a blending of ideas rather than force when making decisions. Team members will be encouraged to solve problems themselves before taking them to higher levels in the organization. A leader will foster creativity in staff members who display that quality and innovation. Sensible risk taking will be encouraged. Requests to change goals or plans will be received with an open mind.

Leaders make sure workers have the knowledge to perform their expected duties. training and professional growth are high on their list of priorities. They have the skill to communicate their high expectations to the staff, and they recognize achievement. Leaders will be competitive within reason and will ask workers how their respective unit can be improved.

Joe Schmo discovered it was easy to Sapp and difficult to Zapp. He was faithful about maintaining a notebook in which he recorded his observations and thoughts. In his notebook Joe wrote "the Soul of Zapp" was to "offer help without taking responsibility." He also wrote that "the first three steps of Zapp . . .

1. Maintain self-esteem.
2. Listen and respond to empathy.
3. Ask for help in solving problems.

. . . lead to the Soul of Zapp."

We may unknowingly Sapp staff members or co-workers with statements like:

"I don't have time to listen now. See me when I'm not so busy."
"Just do the job the way I told you. It has worked for years, and we don't have time to make changes."
"That's not your problem. Let someone else worry about it."

Zapping employees and co-workers may take some practice in the beginning. Eventually one becomes accustomed to composing thoughts into statements that will Zapp. Examples could include:

"Let's work together on this problem. If we combine our talents we can find a solution."
"Your creativity is a real plus in our office, and I appreciate your hard work."
"The staff really pulls together, and the results are astounding. I really enjoy working with you."
"Your suggestions helped us through a rough situation. Thanks for the good thoughts."

Leaders regard employees to be the organization's most important assets. When a personal interest is shown by Zapping staff members, they will take a personal interest in the enterprise. If they feel they have a role in the success of the organization, it will show in their attitudes toward co-workers and clients. Effective leaders will empower employees to participate in decisions.

Joe Schmo suggested an action plan for rookies using Zapp:

"Read (and reread) the notebook.
Get training in Zapp!
Don't stop! Keep learning!"

Happy Zapping!

Reference: Byham, William C. with Cox, Jeff (1989). ZAPP! The Lightning of Empowerment. Pittsburgh; Development Dimensions International Press.

Perspectives on Leadership Development is the quarterly newsletter of the Leadership Identification Program sponsored by the Wisconsin Board of Vocational, Technical and Adult Education.

Perspectives

on leadership development

Volume VIII, Number 2

Managing Creative People - Don't

by Edward Falck, Dean of Trade, Technology, and Agriculture
Lakeshore Technical College, Cleveland

The hot word today is paradigm. Everyone is talking about a paradigm shift. In other words, we are looking to develop a new pattern to show by example there are different ways of doing things. As Joel Barker demonstrates very clearly in his videotape, "Discovering the Future: The Business of Paradigms," we must learn to extend ourselves beyond our new environment and the conditions that enclose our thinking and develop new paradigms if we are to remain competitive and alive in tomorrow's world.

This paradigm change applies not only to new products and services, but also to managers and their ability to apply "leadership" principles in the management of the college. Creativity within our staff is one of the major paradigm shifts that our technical college system needs in serving new clients. New businesses are born. Management theories are changing. Advancing electronic and computer technology are a way of life. Technology transfer, putting the theories into practice, is a societal requirement of our technical college system today.

In order for our system to prepare for the next century, we must continue to look for creative and innovative people. Finding them, keeping them, and providing leadership to nurture them in our system will be very important. As Thomas Watson, former CEO of IBM stated, "Each industry needs to have 'wild ducks,' and it is very necessary that the industry does not tame these 'wild ducks.'" These are the individualistic, highly intelligent, idea-carrying, stimulating people who need to be kept from the burdens of bureaucratic procedures and set schedules so they can make more efficient use of their talents to serve people.

What Are Creative People Like?

Selection Research, Inc., and others have devoted the work of their organizations to identify the talents that make people successful. When they researched the area of creativity, they found that creative people are continually trying to develop new ideas that can better serve their public. Creative people have an attribute of determination and continually need to put their information and experiences into a new configuration for action. Creative people have the courage to try something new. With creative people, ideas are internalized to the point where the need is very strong to make their ideas known and operational.

A creative and innovative person produces new ideas and is also able to synthesize and interpret the work of others so that new ways of doing things can continually come forth. Innovation and creativity are a dynamic combination that allow a school

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The Perspective of a New Manager

by Virginia Sattler ('83 Mentee), Associate Dean
Moraine Park Technical College

In a previous article entitled "So You Want to Be a Manager," Dr. Kathleen Soles wrote about what it takes to be a manager. As a follow-up, I'd like to write about what it feels like to be a relatively new manager. This is the beginning of my fifth year as an associate dean at Moraine Park Technical College. Currently I am supervising staff that I once worked with in the same department.

Basically, my management position is relatively easy. People in our area really care about students learning; therefore, the staff cooperates with each other and the dean while they are trying to achieve common goals. The institution is well run and well managed. There are days when we can see our accomplishments and certainly there are other days when we are not sure that we are moving ahead as quickly as we would like.

There are some negative and positive aspects of being in management. Some of the positive things about being a manager are:

1. It's possible to affect change. I have not been able to or will never be able to do everything that should be done. I do feel, however, that our department has been able to achieve some of the things that I couldn't do when I was teaching. I can support the staff and help them become more efficient or better teachers. I can provide resources for them to help them find ways to solve problems that one teacher alone in the classroom could not.

2. The flexibility of the job is important. One of the things I found a little boring about teaching was the rigidity of the schedule. Being in the same place every day at the same time for the whole semester became old for me. I enjoy being able to plan my own schedule, plan my own work, and manage my own time. In this case, it means that I end up working some long hours, but it is my decision.

3. Another advantage of this job is being able to travel. I've been sent to some wonderful meetings, conferences, and seminars, therefore, expanding my horizons. I've met people from all over the United States. I've gotten to see the 16 Wisconsin technical colleges that I might not have been able to do if I had been in a different job.

4. Our department is relatively stable since our staff works together over long-term projects. In the classroom the student is there for one to four semesters, and it is impossible to know what really makes him/her produce. In the job I have now, it is interesting working to develop a long-term relationship. It helps to be productive when we all know how to work with each other.

5. It's nice to have an office with a door that shuts. It' nice having your own phone. It's fun to have people call you and ask for your opinion on something or ask to be on a committee. These things can feed a person's ego. Sometimes you can get things done faster because you are management. Sometimes people are nicer to me than they are to the support staff employees or to the students.

The negative aspects of being a manager are:

1. There's never enough time to get everything done. I don't think there

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Mentees Benefit Districts

Ag Tech Articulation

Sue Johnston ('89 CVTC mentee) served as project coordinator for the Ag Tech Articulation project at CVTC. This involved developing a new program in Agriscience Technology and constructing an articulation model to facilitate movement of students between high school and the technical college.

Sue collaborated closely with the Agriculture staff and curriculum supervisor in developing the curriculum and pursuing program approval. She learned a second language (Ag Speak), conducted a needs assessment, prepared the program investigation report, and participated in a DACUM process to identify program competencies. Each of these activities presented a unique challenge and involved interacting with many individuals.

The major challenge of the project proved to be in the area of tech prep and articulation. Although the terms had been used freely in the past, it was soon clear that consensus regarding their meaning was still elusive. Sue credits her mentor, Bill Ihlenfeldt, Assistant Director for Instructional Services, with guiding her successfully through the articulation maze. Arrangements were made for Sue to attend a national conference on 2+2 Tech Prep with the Ag supervisor and an Ag instructor. The information obtained at this conference was invaluable in determining the future direction of the project.

Although the LIP period ended in June, Sue felt that the Ag Tech project needed more nurturing. She helped write a grant request to continue the project for another year, specifying resources for a facilitator. The grant was approved, so Sue is currently coordinating the implementation of the articulation project with 11 pilot high schools.

Sue described her year with LIP as "challenging, sometimes frustrating, and always growth enhancing."

Automated Transfer Credit

The study of an automated in-house transfer credit system was the project chosen by Elaine Grossbach, '89 mentee from Western Wisconsin Technical College. The purpose of the project was to simplify the transfer of credits from one program to another within the College by use of computerized information.

With the support and guidance of her mentor, Maggie Carbral-Hayes, Academic Services Supervisor, Elaine undertook observations of the current procedure, discussions with Computer Services personnel, interviews with deans and others involved with the transfer of credit, and the formation of a task force comprised of cross-college membership.

Elaine found that secondary benefits could be gained from this study, including the simplification of both the advising system and the graduation audit procedure. Another benefit to be realized is the reduction of time being spent by deans to manually check and update paper records.

Preparing and presenting her findings and recommendations at the joint meeting of the Educational Services committee and Student Support Services staff was another valuable learning experience. Since WWTC is now in the process of converting from the quarter system to semesters, Elaine's recommendation was that the results of her study should be incorporated into that change.

"My LIP involvement has been a very rewarding growth experience, both professionally and personally," Elaine

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states. "I have become active on a number of committees and continue to refer to and analyze my Professional Growth Plan and risk-taking abilities. I think the key to a successful LIP year is finding an unselfish mentor who is genuinely willing to give of her or his time and talents and who will actively promote the visibility of the mentee."

Child Care Services

Recognizing that many district residents are unable to attend MATC because of the lack of reliable child care for their children, the MATC Board responded by establishing five child care centers, two at Milwaukee and one at each outlying campus.

Bonnie Wemyss-Koch's ('89 mentee, MATC) 16 years of experience as Early Childhood Program Director and seven years experience in Student Services prepared her for the role of Manager, Child Care Services. She began this new adventure in August 1989, three weeks before the centers opened and two months after joining the LIP program. "The first few weeks were a challenge," said Bonnie. "Even though the physical facilities and equipment were ready, each center had to be set up, staff hired, and children enrolled."

When asked about her LIP experiences, Bonnie said that she was fortunate to be able to interact with upper management at MATC as an LIP participant and new manager. "The principles of management discussed at the LIP conferences could be applied immediately to my work experience. That was very unique!"

Building teams at each center was essential because teachers needed to provide appropriate learning experiences for children, as well as support the students in their role as parents. Bonnie was appreciative of her mentor, Pat Holy ('82-83 mentee, '85-86 and '89-90 mentor), for giving feedback and support as she clarified and articulated ways to create a climate of trust that valued individuals and encouraged their contributions. Pat also advised her on affecting change within the system and the budget management process.

Bonnie's LIP project was to establish child/parent centers at each campus location to educate and support students in their role as parents. Individual conferences, newsletters, and brown-bag lunches have been incorporated as a regular part of the current parent program. However, the entire project will not be completed until the new child care centers (approved in the recent referendum) have been built. Bonnie's ultimate goal is to create centers that include resource libraries and lounges, as well as additional emergency and drop-in care for MATC parents.

Organizing Adult Basic Education

For the past few months, Sally Schultz ('89 BTC mentee) has been attempting to continue to find ways to organize the open-entry and open-exit program of Adult Basic Education and its spinoffs. People who are familiar with the Adult Basic Education and Project programs will be able to understand this monster.

With the help of Sally's mentor, Jim Hunter, she has been able to have further eligibility information more easily accessible to the appropriate staff members. She has condensed information-gathering forms and reports. Sally was able to structure class offerings, as well as independent study times, for the Adult Basic Education students.

This attempt to organize 25 different projects was a lifesaver, since Sally has been spending the majority of her time these days getting a handle on working with the Minor High School offerings for the Compulsory School Attendance Act. If you have ideas to this organizational feat, Sally is looking for suggestions.

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Quality Value Training

Wendy Heiliger, 1989-90 LIP participant, spent the past year enhancing her skills in leadership development by becoming active in the Quality Value Program at Waukesha County Technical College. She devoted much of her time to learning, understanding, practicing, and implementing the W. Edwards Deming management model.

With the assistance of her mentor, Liane Dolezar, instructor/Quality Value Adviser, Wendy guided a selected project team through the problem-solving process at WCTC. She learned even more by sharing her observations, information, and experiences with fellow WCTC facilitators and various business and industry representatives.

Highlighting the year was a one-week Deming conference in Cincinnati, Ohio, where she fine-tuned her understanding of the Deming management philosophy, specifically on how to empower others to better solve problems in the workplace. In response to a question she raised at the conference, Wendy received a written reply from Dr. Deming on resolving old issues and rebuilding trust among WCTC employees.

Recently, Wendy, who was selected for second term as union steward, was chosen to serve on the Labor/Management Council and will be participating in a "Win/Win Bargaining" session in January. In addition, Wendy received a promotion to Computer Center Secretary, where she continuously uses problem-solving techniques and approaches new situations with vigor and enthusiasm.

"When WCTC embarked on improving relations with faculty and staff, I believed I could help make a difference. Participating in LIP has increased my visibility at WCTC, and because of the skills I learned during the past year, I have been sought out for a variety of leadership roles," Wendy commented.

Recycling at GTC

Edna Graves, an Administrative Assistant at Gateway Technical College in Racine, participated in LIP in 1989-90 and chose "Increased Productivity Through Paper Reduction" as her project. It was through working toward this goal, coupled with Edna's personal interest in the environment, that her project turned into a project on recycling.

Edna was appointed chair of the newly created Recycling Task Force. The task force investigated where the possibilities for recycling existed and how they would go about getting a district-wide effort going. A payroll insert was distributed in an effort to inform staff of the program and elicit their cooperation. After several meetings and much discussion, on December 6, 1990, Gateway Technical College had its first pickup: approximately 2,500 pounds of recyclable mixed grade and computer paper.

The recycling program is now well underway at Gateway. "Although we are still working out some bugs, the program appears to be going well at all campuses," says Edna. Collection receptacles with instructions printed on the covers have been strategically placed throughout the campuses and outreach centers.

A second aspect of paper recycling pertains to use of recycled paper products. Through 1989 Wisconsin Act 335 effective May 11, 1990, the State of Wisconsin has mandated that by 1991, 10% of all paper purchased by local governmental units be "products utilizing recycled or recovered materials." Gateway's Print Shop and Purchasing Departments have been coordinating the acquisition and testing of recycled paper products in the presses, copiers, and mainframe and laser printers. The task force has recommended that as current supplies of paper are exhausted, where feasible, they be replaced with recycled paper. Notebooks, legal pads, and other paper products made from recycled paper are now available for purchase in the campus bookstores.

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Other recycling efforts at Gateway include:

- Janitorial supplies being replaced with products made from recycled paper, where appropriate.
- Styrofoam products being investigated for replacement by other more earth-friendly materials as current supplies are exhausted.
- Aluminum cans being collected at various locations throughout the district by school clubs.
- Waste oils being recycled at the airport and other locations in the district.

Gateway's recycling project has been very well accepted by students and staff, and they're hoping the enthusiasm holds. "For recycling to work," says Edna, "the continuing cooperation of everyone is essential."

Staff Development Plan

Bev Kelley, ('89 FVTC mentee) wanted to develop a new performance appraisal form for support staff as her LIP project. The form FVTC was using tended to be subjective and judgmental. There was no criteria set for rating the individual.

A committee was formed to undertake the task. As part of Bev's involvement, she researched Deming's philosophy, attended a workshop that explored alternatives other than tradition performance appraisals, and wrote to the 15 other districts requesting a copy of their forms. The personnel director at FVTC, Jerry Rickman, recommended contacting Toni Kramer from the state of Washington. Toni proved to be a big help since the City of Bellevue had just developed a new form with input from 70 personnel.

The committee met consistently over the summer to create the new form. Each committee member worked on one or two categories and brought the information to the meeting so the committee could brainstorm.

What finally evolved is a form called the Staff Development Plan. It emphasizes professional growth and uses no rating system. This form will go hand in hand with FVTC's thrust to have each employee develop a three-year plan for professional growth. It will be a requirement that the employee and supervisor fill out the form separately, then meet to discuss the plan.

The form will be piloted in the fourth quarter, and full implementation will begin in the first quarter of 1991 after getting feedback from the pilot group.

In conclusion, Bev states, "I feel good about my committee involvement and what we developed. This will create a win-win situation for both FVTC and the employee. I'd like to thank the staff at FVTC who selected me as a mentee and who supported my efforts in working on this project. It was a great opportunity to participate in the Leadership Identification Program."

By the way, for those who are interested, Bev had a girl, Michele Therese, on September 20, weighing 7 lbs 3½ oz.

Understanding Diverse Cultures

Ruby Collier ('89 MATC-Milwaukee mentte) took advantage of an opportunity to travel to Los Angeles in January 1990 to attend a conference for black women in leadership roles in community colleges. Three other women from MATC also attended, and they have all participated in the Leadership Identification Program: Volina Jones, ('88 mentee), Emma Palmer (former national LIP participant), and Fran Triplett ('89 mentee).

The conference theme was: "Changes That Meet the Challenges." The purpose was to help black women develop strong leadership skills and foster professional growth. The

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vehicles identified to accomplish this purpose were: packaging marketable skills, identifying pertinent survival skills and establishing viable networking strategies.

The conference committee identified the impetus needed to embrace the education challenges facing a changing society has moved from being a good manager to being a qualified, comprehensive leader. According to them, being a good leader requires vision, determination, integrity, and team spirit, along with versatility, financial savvy, computer literacy, and interpersonal skills.

The problems are basically the same all over in terms of upward mobility opportunities for black faculty and staff and retention of black students. There appeared to be more sensitivity toward blacks and other minority populations as evidence in promotion and financial support of this conference by the community colleges in the Los Angeles area. Additional support was provided by black presidents of community colleges and other high-ranking officers from the area attending some of the conference functions, sharing their concerns and offering suggestions.

Ann Burback ('89 LIP mentee), on behalf of the MATC American Association of Women in Community and Junior Colleges (AAWCJC) organization, invited the four conference attendees to speak at their spring meeting about the black women's conference and diverse management styles of minority women. Fran and Ruby shared the importance of understanding minority cultures as we move toward greater minority participation in the work force of the 90s. From this dialogue a group of minority women have agreed to serve on AAWCJC's planning committee and assist in planning functions that will seek to attract the interests of the multicultural population at MATC.

Ruby commends AAWCJC for initiating this type of interaction among MATC women of diverse cultures and finds it very encouraging that so much came out of such a small effort. LIP should embrace a means of presenting minority perspectives to enhance development of VTAE leaders who will be cognizant of other cultures. As (potential) future management decision makers, LIP mentees need to have a global perspective, as well as an understanding of the population of our constituents. Knowledge of other cultures will help promote greater sensitivity and harmony.

* * * * *

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has been a day that I've accomplished everything that I have wanted to. There was recently an article called "Management Secrets--Something They'll Never Teach You at Harvard Business School," by Jane Solomon in Working Woman magazine. She called this "permanent white water" which means that things are never going to settle down. She writes that sometimes people have a fantasy that stability is the norm and chaos is the exception. But this is not the case. Things will never be calm. Things will never be back to normal. Things are always going to be in the state of change.

2. A second disadvantage is that many times I feel I'm behind on things or that I haven't done enough. As I said, there is so much change, there are so many opportunities, there are so many businesses that ask for things, there are so many students that need a little extra encouragement that none us will ever get caught up. Apparently we all have to learn to live with this chaos and make our peace with it.

3. Another disadvantage could be the responsibility that goes with management. The decisions impact on peoples' jobs, and some of the decisions have made peoples' lives more difficult. No one knows if you're doing the right thing. The responsibility can be wearing.

4. Another disadvantage could be the frustrations that we feel. Sometimes people don't do what you want them to do. The group process is very important, but it is also very time consuming. Many days it would be easier to just make a decision and go for it. But, in the long run, it probably wouldn't produce.

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staff to continually provide a cutting edge of service.

Managing Creativity Through Leadership

During this past decade, Tom Peters and others have spent a great deal of time writing and talking about leadership attributes needed to bring out the talents of creative and innovative people. The leaders of creative people require vision, enthusiasm, consistency, risk taking, care, and trust. In other words, the major role of the leader would be to create an environment that allows a person to use his or her talents without hassles or roadblocks. The creative leaders can take risks without being at risk themselves.

Good leaders set people up for success and understand each individual--their talents and nontalents. Good leaders open doors and eliminate roadblocks, provide a consistent vision, have expectations for success, understand individual needs, and recognize people for what they do. The leaders see to it that creative people have freedom to think and develop.

Creative people need a leader who can provide an open environment where there is a natural exchange of ideas and ideas are allowed to happen, an environment that provides for the needed level of independence and an environment that continually keeps a consistent vision.

Providing the environment that caters to the needs of each individual and allows for activities to continually move in the direction of the "vision for success" is the ongoing challenge.

How do you manage creative people? You don't--you lead. You become open to change, you provide resources, you open doors, you understand the individual's needs, and you care for his/her success. Leading is helping people grow. You practice it constantly and consistently. Start now by taking an inventory of your talents--use those of strength and seek help for your areas of nontalent. Nurture your creative people.

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5. Another small disadvantage is that management doesn't get the feedback from the students. Teachers get little presents such as birthday cards and little thank you notes from students. Management does not. There is a certain vicarious satisfaction out of seeing the instructors I supervise get those things. Those tangible rewards are now something I enjoy second hand. It's fun to hear students say that a program has turned their life around or a teacher has made a difference to them.

6. The last disadvantage is that there isn't the same autonomy in management that there is in the classroom. Many times, in order to do something different, several people or a committee have to be informed. It is difficult to remember to inform everyone who would be involved or affected by any new plan. Sometimes I just want to go ahead to do things and I forget to include all the people who would be affected by this change. Learning to be expansive in my planning is one of my goals.

In general, management jobs are very rewarding, sometimes tiring, always exciting, and challenging. Once in a while they're even aggravating. But I wouldn't trade it for anything. Management skills are rewarding and useful in all phases of life. If you have the opportunity, go for it!

REMINDER:

Mentees' Progress Reports are due to

Ruth McMillion by March 1, 1991.

Perspectives on Leadership Development is the quarterly newsletter of the Leadership Identification Program, sponsored by the Wisconsin Board of Vocational, Technical and Adult Education.

Perspectives

on leadership development

Volume VIII, Number 3

Career Plateauing in the VTAE and What You And "They" Can Do About It

by Marlena Mackie, Dean of Student/Instructional Development
Waukesha County Technical College

What is Plateauing?
Most of us work hard for years, our progress marked by promotion, more responsibility, increased recognition, more preferred assignments, etc. Eventually, for almost all of us, new assignments come less often, we no longer distinguish ourselves, we reach the top of the salary schedule. Ultimately we come to the realization we have stopped on the road to "success." We have reached a career plateau.

Career plateauing is reaching a stage in life where you believe there is no more growth or movement in your career. You are not necessarily feeling unhappy, just not happy. Although plateauing is inevitable, it can be temporary.

This article describes two recognized types of career plateauing and offers some action strategies that can help individuals and organizations address the impact on the employee.

One type of career plateauing, structural plateauing, is recognized by the end of promotions, increases in responsibility, power, etc. You are either perceived as not being good enough to be promoted or there is no place to go within the organization. How many directors of admissions or presidents can a college have.

Structural plateauing is particularly difficult in a culture that defines career success as promotion and/or expansion of responsibilities. The literature points out plateauing is a greater problem in organizations that foster internal competitiveness and hire highly ambitious people. Both of which are goals of many of the Wisconsin VTAE colleges.

Individuals who have reached a structural plateau have the option of seeking employment in another organization, "riding it out," or changing their definition of success. If promotions are no longer possible, personal success can mean setting, striving for, and reaching goals which are important for the continued success of the organization. Organizations can provide opportunities for individuals to continue to experience career growth in their current positions. Structural plateauing may be inescapable but it need not be paralyzing.

The second type of plateauing is content plateauing. One becomes so expert, so knowledgeable on the job, that there are few "new" things to learn and thus the job

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The Art of Followership: Partners in Creating Vision

by Anna Krowiorz, Employee Program Facilitator
Lakeshore Technical College

"Leadership" has been studied, analyzed, written about, categorized, etc., etc., etc. Leadership training has been extensive, expensive, and varied. Organizations have looked for potential leaders from within their ranks, as well as from outside of their ranks, to grow and develop. Anyone looking for information or material on the effective leader will find easy access to numerous books, seminars, workshops, etc., on effective leadership.

"Followership," on the other hand, has received little, if any, real acknowledgement as an integral part of any successful organization. A person would need to search long and hard to find written material or training sessions that deal with effective followership. Perhaps it's time to explore this role and its impact on leadership and organizations.

According to Chris Lee, managing editor of Training, "Organizations that have effective leaders tend to be the kind of places that develop effective followers . . and there's nothing sheep-like about effective followers. They do more than march lockstep toward fulfilling the vision their leader has laid out for them. Effective followers are partners in creating the vision in the first place." (Training, 1991, p. 28)

Too often the term follower carries with it a negative connotation. To be described as a follower can be misinterpreted as being meek, with no vision or focus or mind of one's own. In reality, effective followers portray many of the same characteristics as effective leaders: the ability to question, the ability to fix problems, the ability to be responsible for getting their work done. James George, president and CEO or Par Training Corporation, states, "To be a leader, you'd better know what following is all about because the substance of leadership is followership."

As much as leaders can be termed effective or ineffective, the same may be said of followers. Lancaster Consulting Group in St. Paul, Minnesota, has made the following observations of effective followers: (Training, January 1991, p. 32)

- They have personal integrity that demands both loyalty to the organization and the willingness to act according to their beliefs.
- They "own the territory," meaning they understand the organization and their contributions to it.
- They are versatile, skillful, and flexible enough to adapt to a changing environment.
- They "take responsibility for their own careers, their own actions, and their own development."

In essence, effective leaders enable effective followers to use their knowledge and skills in carrying out their job tasks for the good of the organization.

The leader's role in developing effective followers is to invite them to be partners in carrying out the goals of the organization. Leaders can't ensure that followers will share their goals, but they can create an environment that allows followers to define their goals in alignment with the larger goals of the organization. In this sense, a partnership has been formed in creating and working toward the organization's vision.

Leaders and followers alike need to be able to take "ownership" for their role in the organization. Leaders and followers alike need training to develop their skills in developing and carrying out their goals. Leaders and followers alike need to work side by side using their personal integrity, their versatility, their knowledge, and their skills in combination with one another in order to be an effective partnership.

Influence of Culture on Followership Abilities

Ruben Bivens, '85 BTC Mentee

Being an Afro-American male and an educator in America today is very difficult. In my position as Associate Division Chair of Industrial Occupations, I am required to make many decisions. I believe a key to my success in my position is being able to follow the orders and instructions of my superiors. Sometimes this is a very difficult task because I am in a better position to determine (judge) what is needed by my staff and clientele. The ability to be decisive at the right time has grown out of many years of experience and exposure to society within and outside of my culture. Following are some of the events that have shaped my character which have directly and indirectly affected my followership abilities:

1. Observed followers in military organization - as a child, whites giving orders, blacks were following orders.

2. Teachers whipped you with a paddle if you didn't follow instructions during elementary school.

3. Follow directions and instructions of Grandmother and Grandfather or suffer consequences. Told only once! Expected to do as told.

4. Followed directions and instructions of uncle who was part of household.

5. Had to obey all adults within the city block in which I lived or pay consequences.

6. Parents could accept making mistakes or being wrong, but not being disrespectful.

7. As patrol boy, follow instructions of adviser, who was gym teacher. As patrol boy captain, I was responsible for others being at their posts on time.

8. When swimming as a kid, follow directions, instructions of lifeguard. The one time I didn't, I almost drowned.

9. Playing Little League baseball, coach gave instructions which ball players followed. Had to learn what to do with ball in certain situations. Physical mistakes were allowed, but do not make mental mistakes.

10. Boy Scouts - Follow directors of scoutmaster. My uncle and two neighbors were assistant scoutmasters, so were continually aware of whether or not I followed directions.

11. Run track - Followed directions, instructions of track coach or get thrown off the team.

My cultural background has only a limited effect on my followership ability because growing up in a large city like Chicago, I was not isolated from the rest of society. You learn how to be a leader from the position or posture of being a follower. In other words, you can be a follower and give orders without suffering the ill effects of the poor decisions that have been made. At the same time, you can bask in the sunshine of happiness and accomplishment because you know you made the right decision. Sometimes followership is a haven where good leaders can lead from a posture of strength without dealing with negative forces.

Shirley Bryant, '89 MPTC Mentee

Not being raised in my father's culture doesn't alter my pride in my Spanish heritage. It disturbs me to have missed learning the language and the customs. My Spanish heritage often goes unrecognized. Based on the numerous Spanish individuals in the immediate environmental area, I perceive my life raised in the Spanish customs as having more obstructions. Education was presented to me as a value. Spanish teenagers often left school early to help support their families or start families. I was allowed to make choices, take responsibility, and fix my own problems. I believe these same factors empowered me to become an effective follower. Spanish individuals were judged as a whole to be lazy and slow, not socially acceptable, inferior. The Spanish

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June Anderson, NTC, and Lisa Baurain, FVTC

Tony Waupochick, NTC, and presenter Chuck Kennedy, NTC

Presenter Dr. John Odom and James Scott, MATC-Madison

Shaune Curry, MATC-Madison, and presenter Maria Hernandez, MATC-Madison

Presenter Dr. Howard Fuller and Marcia Arndt, MATC-Milwaukee

Mentees Experience Leadership Training

State Director Dwight York, WBVTAE, June Anderson, NTC, and Gail Blundon, WCTC

The following comments were made by mentees on the three-day leadership training workshop for LIP.

"All the sessions were great and relevant. The presenters provided skills and knowledge which I needed and find immediately useful."--Karen Donald, MATC-Milwaukee

"Thank you for the great panelists. I learned a lot from them as a minority."--Nhia Vang, WWTC

"Excellent presenters."--Tony Waupochick, NTC

"I learned not only from the speakers, but also from the other mentees. I hope I was able to share my experiences from the learning benefit of others."--Jane Burkholz, LTC

"I liked Dr. Catania's honesty and his shared experiences, and he is such a good speaker."--Debby Burke, GTC

"John Odom was wonderful! He made you welcome and kept your interest."--Linda Lates, MATC-Madison

"The networking is incredible, even just to hear how differently other districts operate."--Pam Ray, NWTC

"It was fun and intellectually and professionally stimulating."--Lois Slattery, MSTC

"Dr. Odom was quite the showman and presenter. He had some original ideas that were food for thought."--Sandra Sutter, WITC

"Group participation helped us understand how to think critically and creatively."--Gwen Marsa, LTC

"Liked the open format of Dwight York, very informational."--Marge Jeffers, MPTC

"I discovered more about myself. Great session!"--Marcia Arndt, MATC-Milwaukee

"Dr. Elsenrath was an excellent presenter and group facilitator. He brought a new light to the meaning of conflict."--Jan Mangino, WCTC

"Dr. Martin gave advice that is useful in our own personal and professional life on a daily basis."--Carol Kissinger, MPTC

"Excellent specific information on leadership provided by Glenn Davison. His speech seemed to pull lots of information together from the conference."--Theresa Barry, MATC-Milwaukee

"Ed Chin was excellent in fielding questions and explaining the budget process."--Anita Moseng, CVTC

"I learned a lot about myself and how to relate to others--not only at work but in my personal life."--Gail Blundon, WCTC

Lorraine Tyler, Theresa Barry, Marcia Arndt, and Vicki Beckman, LIP Advocate and '86 mentee, all from Milwaukee

James Scott, MATC-Madison, Kathy Kreul, SWTC, and Gail Blundon, WCTC

L-R: Shaune Curry; Pat Cartwright, mentor; and Karen Donald, all from MATC-Madison

Barb Litschauer, LIP Advocate and '84 mentee, WCTC, and Gail Blundon, WCTC

Jane Birkholz, LTC, and Iny Emery, WWTC

Vicki Krause, FVTC, and Anita Moseng, CVTC

Jan Eisberner, MPTC, and Carol Kissinger, MPTC

Linda Lates, MATC-Madison, and presenter Helen Robertson, MATC-Milwaukee

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people I know are bright, hard working, and pleasant. Because they are categorized, it is difficult for them to break out of the mold and rise to their capabilities. Speaking two languages and having an awareness of two cultures are assets. A word of praise and a pat on the back are important expressions missing in my background. My limited education and environment have influenced me more than my culture as a follower.

LIP attempts to teach mentees to be independent and critical thinkers with courage. Parallel to this, mentors are educated to the potential the followers possess, bringing forth rewards for both. training in the form of workshops is provided to improve skills and knowledge. A wide range of opportunities is accessible and an opening to influence an outcome by way of choosing and bringing a project to fruition is afforded. I achieve commitment, but my goal and vision are blurred. Time is at a premium.

Nathaniel Ellis, MATC-Madison, '86 Mentee

I never knew my father; thus, a father image was not present in my formable years between birth to eight years.

On my mother's side, my roots stem from the West Indies, freed slaves and our Native American, the Cherokee Indians.

My grandparents owned a nice, white house in a small southern Mississippi town. Shortly after my grandfather's death, my grandmother was asked to sign some documents. Since this was the South and in the 1930s, the family was forced to move; the home no longer belonged to them.

Grandmother settled in a depressed community in Venice, Illinois, home to former sharecroppers, servants, and field hands. The houses were mostly tar paper shacks on dirt, rut-ridden roads. Although times were hard and jobs few, the family never hungered or sought handouts or federal relief.

I was born in my grandmother's house. Mother was young, too young for raising a child. But her family stood on its own two feet, so she went to work and care for her child. However, Mother had seen over the years what this hole of a place did to some of her friends. She knew this was no place to rear her child. Oppression and depression had taken its toll and had dashed the hopes of many. Drugs and liquor were the escape route that lead to violence and self-destruction of some. And she refused to jeopardize herself and her child's future to that environment.

Somehow Mother was told of Madison, Wisconsin. So with what little money she had and her faith in God, she packed a suitcase, placed herself and me on a Greyhound, and headed North.

After stepping off the bus in Madison, we rested in the terminal drug store. The owner asked my mother if we were new in town. This kind man got her a place to stay with an older black couple and gave her a job in his drug store.

Mother was 19 years old, and I was 2 when we arrived in Madison. In a male-dominated world, its hard for a woman to fill both parent roles. Leadership begins at home. And in it there must be truthfulness, caring, clear direction of goals, and following through on promises. Mother was all of this to me. Despite the many faces of bigotry, it never blurred her vision in what direction she was going. Her leadership has played a dominate role in my life. She taught me to assimilate the good, to recognize the fake, and to try to see the best of a situation. It was that teaching that got me through the military and helped me get through school.

Looking back, my culture is European, although my heritage says otherwise, In grade school, not much was said about my heritage while I was growing up. It was in the '60s when I began to know my heritage. And even today, I am learning more. My heritage could give rise to bitterness. But instead, it shows how to be a survivor. Having the right spirit, good, clear goals, and hope, your objective will be met. Taking pride in doing what others feels is beneath them and taking risks to venture into the unknown will improve your self-worth and make you a team member. Mother has shown this to me as I have seen her develop and gain respect from those whom she worked for.

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Cheryl Mayes, '84 MATC-Milwaukee Mentee

If ever a people have been suited to follow, it has been African Americans. Hundreds of years of oppression, suffering, and struggle have not greatly altered their course toward peace and tranquility.

African American followers have very high esteem for their leaders respecting their higher level of education, more superior oratory skills, and charismatic appeal. Those followers whose background has come from the "grass roots" feel a particular affinity toward leaders who can point to humble beginnings, who have been courageous enough to risk their lives during moments of protest against African American oppression, and who espouse black pride and achievement.

Some of the most loyal and active followers are those who become emotionally stirred by the content of the leader's message and the fervent manner of solicitation. They are stirred by the ability of the leader to convey a promise of hope and to persuade people to believe in that hope. The hope of African Americans has continuously been crushed by inequality, false representation, and deliberate lies; consequently, the revival of hope among such disillusionment requires, at times, Herculean oratory talents. That may explain why skilled orators of African descent affect people of all cultures even when these people do not really understand the African American culture.

When African American followers identify dynamic persons whom they consider a good leader, they stick by that leader regardless of attempts to discredit the person. For example, when J. Edgar Hoover tried to besmirch the moral reputation of Martin Luther King, Jr., African Americans paid little heed, and in fact, many of them dismissed the evidence as purely a racial attack with no true merit. Similarly, in the recent case of Marion Barry, former mayor of our nation's capitol, many African Americans continued to show loyalty even in the face of overwhelming evidence of duplicity, immorality, and illegal drug use, rationalizing that white leaders are just as guilty, if not more so, of crimes. The only difference was that much of the white leaders' criminal history is hidden from the public.

African Americans exhibit loyalty to white leaders as well as African American leaders. We particularly follow those whom we perceive are willing to help us. This followership does not involve the same kind of emotional identification as does the followership of the African American leaders; yet, there is still a staunch adherence to the views and politics of these white leaders. Two good examples of this are the switching of African Americans from the Republican Party, which they felt had abandoned them, to the Democratic Party as led by President Franklin Roosevelt. African Americans felt that the Roosevelt administration really cared what happened to them. Consequently, thousands of them voted democratic for many years, even after Roosevelt's death. This Democratic loyalty remained through the Kennedy years as African Americans were drawn to the leadership of the charismatic Kennedy brothers, Robert and John.

African American followership is not considered denigrating by other African Americans. Everyone is perceived as being in the struggle together. When Jesse Jackson runs for president, all African Americans are running for president, and whether he does the job well or not so well, we feel empathy with him and his struggle. We have little or no negative feelings about followerhsip because we are all in the struggle together. We are all willing in our own way with our great or meager talents to support our leaders and do whatever is necessary to advance the cause of our people. At times, these efforts are unknown to the public; yet, if all the facts were known, many people would be amazed at the strength of our followership.

Empowering our leaders empowers us. We may never feel important, but we receive an inner feeling of importance through associations with African American leadership.

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remains very much the same. Content plateauing is not related to the amount of work one does. The work is mastered and job responsibilities and problems feel repetitive. The sense of mastery is replaced by the sense of boredom. If work remains the same for more than three years (maximum five years) content plateauing is likely to occur but it can be prevented and it is correctable.

Environments in Which Plateauing Occurs

Although plateauing occurs everywhere, it is especially characteristic of mature organizations. Today's VTAE colleges are well established colleges of longstanding (since 1923). In general, they are downsizing, becoming more efficient, decreasing the numbers of staff, "flattening the organization." The lack of opportunity to advance or be promoted will be more evident as we approach the year 2000.

Plateauing and the Effect on Self-Worth

Promotions and advancement have an enormous impact on our general sense of sexual identity, sense of identity and self-esteem. In her book, The Plateauing Trap: How to Avoid It In Your Career . . . And Your Life. Judith M. Bardwick discusses the concept in depth. She says, "For men, continued promotions increase power, continued success increases a man's sexual attractiveness, his appearance, his reaffirmation that he is a man. Being plateaued produces a fundamental sense of the loss of being a man."

For women, the psychological dynamics are the reverse. Success can threaten her sense of femininity. This threat is not as pronounced if she is married, loves, and is loved. However, unlike most successful men, the majority of successful women are single or living apart from their husbands. Being plateaued causes women to ask "Was it worth it? Look at what it cost me - home, husband, family, loneliness."

What Can Be Done About It?

Your must recognize when you are plateaued and take on the challenge to live your life differently. Change the parts you control.

Change your goals. Change your definition of success. Look at aspects of your life beyond work.

Strategies for Individuals

Take responsibility for managing your own career:

- Prepare (expand) your skills and expertise.
- Communicate your desire for movement (participate in the leadership program, apply for appropriate job vacancies).
- Ask for specific feedback for improvement and expansion of responsibilities.
- Be proactive. Look for ways to assist the work of the person(s) you support.
- Nominate yourself for a special assignment.
- Build networks in other departments.
- Dress appropriately for your next job.

Strategies for Organizations

Take responsibility for helping employees manage their careers.

- Create management positions that are generalists to increase potential of exchanges in management responsibility.
- Make assignments across department boundaries; e.g. quality teams.
- Give candid feedback to employees.
- Give nonmonetary recognition (special parking place as recognition or extra day off).
- Set up job rotations for lateral movement to help people move into expanding areas.
- Provide opportunities for mentoring and professional growth.
- Provide employee rewards for skill rather than time on the job.
- Ask employees what would motivate them and then listen.
- Say thank you loud enough for others to hear.

As opportunities for advancement and promotion decrease, the problems of career plateauing will increase. Our attention needs to focus on study and research to identify and test strategies which will allow employees to continue to experience career growth and contribute to the success of the organizations that employ them.

Reference: Bardwick, Judith M. (1986). The Plateauing Trap: How to Avoid It In Your Career . . . And Your Life. New York: American Management Association.